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# OHIO EDUCATIONAL MONTHLY

A JOURNAL OF EDUCATION.

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VOLUME LVI

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## PROSPICE.

Fear death? — to feel the fog in my throat,  
The mist in my face,  
When the snows begin, and the blasts denote  
I am nearing the place,  
The power of the night, the press of the storm,  
The post of the foe;  
Where he stands, the Arch Fear in a visible form,  
Yet the strong man must go;  
For the journey is done and the summit attained,  
And the barriers fall,  
Though a battle's to fight ere the guerdon be gained,  
The reward of it all.  
I was ever a fighter, so — one fight more,  
The best and the last!  
I would hate that death bandaged my eyes, and forbore,  
And bade me creep past.  
No! let me taste the whole of it, fare like my peers  
The heroes of old,  
Bear the fruit, in a minute pay life's glad arrears  
Of pain, darkness and cold.  
For sudden the worst turns the best to the brave,  
The minute's at end,  
And the elements' rage, the fiend-voices that rave,  
Shall dwindle, shall blend,  
Shall change, shall become first a peace out of pain,  
Then a light, then thy breast,  
O thou soul of my soul! I shall clasp thee again,  
And with God be at rest! — *Browning.*

## JAMES WHITCOMB RILEY.

BY PAUL M. PEARSON, IN "TALENT."

Most of the literary men of America have served some sort of an apprenticeship in a newspaper office. It is not only true of the Chicago writers, but of the majority of writers, from Benjamin Franklin to our own time. The exacting routine of newspaper work has been a kind of magic wand, touching their genius into greatness. "The brow diamonded with sweat," to quote from Riley's "Our Kind of a Man," has become their coronet.

James Whitcomb Riley was for years a newspaper writer on different country papers in Indiana. His first contribution to a larger public was through the *Indianapolis Daily Journal*, when there appeared an editorial to the effect that Ben. F. Johnson, of Boone County, had written to enclose an original poem, desiring that it be accepted for publication, as "many neighbors and friends is astin' him to have it struck off." Mr. Johnson said that he had, "from childhood up till old enough to vote, allus wrote more or less poetry, as many an album in the neighborhood can testify." He said that he wrote "from the heart out," and "there is times when the tears roll down my cheeks." Then follows "The Old Swimmin' Hole."

"Thoughts for the Discouraged Farmer" appeared a week later.

"FROM THE HEART OUT."

Under this pen-name James Whitcomb Riley made his literary bow, and his first book, "The Old Swimmin' Hole" and "Leven More Poems," was published the next year. In this and his subsequent verse Mr. Riley expresses the humor, the intelligence, the sympathy, and the common-sense of our country. He touches the chord of humanity which vibrates in every heart, and so popular has his poetry become that it is read in every home. The children listen to him with rapture, and grown people commit his verses to memory. Immediately the common people knew him for theirs. He sang them their stories, full of their own joys and sorrows. His dialect was their speech, and in lilting melody and tender simplicity he expressed the thoughts that had filled their minds, but that they could not voice. As Riley says of his work: "I went among the people; I learned their wants, their sufferings, their joys, and I put these into verse." His boyhood home at Greenfield fronted the old National Road, over which the honest, industrious, heroic pio-



neer was continually passing. Like that life of which he was a part, his music is "born out of the sweet virginity of this new land, where love is still tolerated and God is a possibility."

The father, a country lawyer, wished his son to study for admission to the bar, but, to quote from Nye's "Autobiography of Riley," "finding that political economy and Blackstone didn't rhyme, he slid out of the office one hot, sultry afternoon, and ran away with a patent medicine and concert wagon, from the tail end of which he was discovered by some relatives in the next town, violently abusing a bass-drum." Here he not only rewrote many of the songs sung by the company, but composed some original stories and verses. Once, in later years, after he had given a recital for President Cleveland and distinguished guests at the White House, some one asked him where he had found a certain poem that had received great applause. The reply was: "I wrote that myself to recite from the steps of a medicine wagon in Indiana."

Later he drifted into newspaper work, from which he grew to be, as various critics have called him, "the poet of democracy," or the "laureate of America."

#### HIS STYLE.

Riley's style is unique in that it has originality, though it deals

with homely and conventional themes. "He has all the fascination and artlessness of youth. He neither argues, denounces nor exhorts. He only touches and entertains." Homely virtues are exalted, and faith in providence is commended through the characters portrayed. As L. E. Mosher says:

"Indeed, there's no high-flyin' business 'bout that kind o' rhyme.

'N sassities to interpret it 'ud be a waste of time;

But when it comes to searchin' hearts and founts o' things,

You don't git things much searchiner 'n them songs Jim Riley sings."

In "Wet Weather Talk" there are many passages characteristic of Riley's homely philosophy. Note this one:

"It ain't no use to grumble and complain,

It's just as cheap and easy to rejoice,

When God sorts out the weather and sends rain,

W'y rain's my choice."

From "Santa Claus" the following picture of home-life is taken:

"Ust to wait, and set up late, a week er two ahead;

Couldn't hardly keep awake, ner wouldn't go to bed;

Kittle stewin' on the fire, and mother settin' there,

Darnin' socks, and rockin' in the  
 squeaky rockin'-cheer;  
 Pap gap, and wunder where it wuz  
 the money went,  
 And quarrel with his frosted heels,  
 and spill his lipiment;  
 And me a-dreamin' sleigh bells  
 when the clock 'ud whirl and  
 buzz,  
 Long before I knowed who Santy  
 Claus wuz."

The poem closes with this verse, expressing Riley's love of childhood and all that is simple and true in life:

'Wisht that yarn was true about  
 him, as it 'peared to be,  
 Truth made out o' lies like that un's  
 good enough for me;  
 Wisht I still was so confidin' I could  
 jes' go wild  
 Over hangin' up my stockin's like  
 the little child  
 Climbin' in my lap to-night, and  
 beggin' me to tell  
 'Bout them reindeers, and 'Old  
 Santy' that she loves so well.  
 I'm half sorry fer this little girl-  
 sweetheart of his  
 Long afore she knows who 'Santy  
 Claus is."

Riley is master of poetic forms, and it may be said of him, as of Poe, that it would seem impossible for him to write an unmusical line. His dialect, even, is as finished as a sonnet. We may say that melody is one of his chief characteristics. The bit of "Illileo" given below is

typical of the melody, the alliteration and the fancy in his poems:

"Illileo Legardi, in the garden there  
 alone,  
 With your figure carved of fervor,  
 as the Psyche carved of stone,  
 There came to me no murmur of  
 the fountain's undertone  
 So mystically, musically mellow as  
 your own."

Possibly a better conception of this melody is to be had by contrasting it with a verse of "Ezra House," written in imitation of the ordinary newspaper poetry. A school teacher who has enlisted in the army bids his pupils good-bye with—

"I have many recollections to take  
 with me away  
 Of the merry transpirations in the  
 school-room so gay;  
 And of all that's past and gone I  
 will never regret  
 I went to serve my country at the  
 first of the outset!"

#### RHETORICAL FIGURES.

Besides the rhythmic flow in his verse, there is a powerful and beautiful phrasing. We feel that he has put what he has to say in the very best form. The figures are numerous and striking, and always spontaneous. They are not put in, but occur naturally in the development of the theme. What could be more expressive than: "The dust of the road is like velvet," or "Then God smiled and it was morning." Ob-

serve the beauty of this homely phrasing: "Nothing but green woods and clear skies, and unwritten poetry by the acre."

#### CHILDHOOD LITERATURE.

Riley is the pioneer of childhood in literature. His is the real child, not the improved one generally found in books. This child lives and loves; is naughty, and still lives — which is something the naughty boy of earlier literature could never do. This child is natural and familiar with nature. We recognize these children as our own, while those we have met elsewhere have been so revised and corrected that their own families rarely know them. Who has succeeded as well as Riley in giving the child's words and thoughts? He either remembers his own childhood well enough to transcribe the aspirations of his young heart, or he observes so closely that he is able to understand the child-mind from studying the action and speech. What a pleasure to meet Riley's children after knowing the impossible eight-years-old men and women of earlier writers! Barrie's "Sentimental Tommy" and Ruth McEnery Stuart's "Sonny" are younger neighbors of the Riley children; they are real and enjoyable, and we are all glad to have made their acquaintance.

Riley is a favorite with children, and many a one has a trophy from his genial friend. Mr. Roswell Field, editorial writer on the *Chi-*

*cago Post*, tells of calling with Riley at the home of a mutual friend, when the daughter of the house, a mere child, asked Mr. Riley to write in her album. He seated himself and dashed off this couplet:

"This inscription written for a  
Charming little girl named Laura,"

Which shows his consideration for the child, and may be cited, too, as employing a peculiar method of rhyming which Riley often uses.

We have all been delighted with "Little Orphant Annie," who frightened us with her weird, "An' the goblins 'll git you if you don't watch out;" and with the happy little cripple, with curvature of the spine. What enjoyable evenings are to be spent with the children in "Alex's Bear Story," that he "is maked up his-own-self," "Bud's Fairy Tale," and the others in "The Child World," and all those in that incomparable volume, "Rhymes from Childhood?"

If anyone needs an introduction to Riley's children, an interesting group is that in "An Impetuous Resolve," planning what they are to be when they are men. Dickie Swope is to be a sailor, Hamey Tincher a tailor, Bud Mitchell a fancy carriage-maker: —

"An' when I grow a grea'-big man,  
I'm go' to be a baker;  
An' Dick'll buy his sailor suit  
O' Hame, an' Hame'll take it  
An' buy as fine a double rig

As ever Bud can make it;  
 An' nen all three'll drive roun' fer  
     me,  
 An' we'll drive off togever —  
 A-slingin' pie-crust 'long the road  
 Ferever and ferever."

Riley's popularity comes because  
 of his sympathy and naturalness.  
 He —

"Pities as much as a man in pain  
 A writhing honeybee wet with  
 rain."

And —

"The touches of his hands have  
 strayed  
 As reverently as his lips have  
 prayed."

He expresses the sorrows of the  
 tree-toad as well as the heartaches  
 of man; and so direct and sympa-  
 thetic are his lines that he seems to  
 be speaking to each personally,  
 when he makes us feel the heart-  
 throb in the verses beginning,  
 "There, little girl, don't cry." As  
 we read "The Lost Kiss," we find  
 our tears falling with those of the  
 father who suffers the maddening  
 grief of having been harsh to his  
 child who now sleeps the long sleep.  
 This quality is to be found not only  
 in poems of tender sentiment, but  
 in everything he has written.

#### HUMOR AND HOPE.

An error that is prevalent makes  
 Riley the writer of dialect only.  
 One has but to glance through a

single volume to have this fallacy  
 dispelled. Nothing that is human is  
 alien to him. People noticed his  
 dialect first because of the origin-  
 inality and humor; and he has hu-  
 mor immeasurable. He is original  
 and sensible, and has none of the  
 doubt and discord that pervade so  
 much of our modern literature. His  
 sentiment is wholesome; and his  
 philosophy elevating. Hope  
 abounds everywhere; good cheer  
 flows and thrills like new wine. As  
 his characters speak, they carry us  
 along the current of their emotions;  
 from smiles to tears and on to  
 smiles again. The heart is melted  
 as by an old song — and all "as  
 effortless as woodland nooks send  
 violets up and paint them blue."  
 We are never aware of his art. We  
 trust him as a faithful guide, and  
 from doubt and care he leads us  
 home, to the sweet faces about the  
 fireside; and on to the Father of  
 all who has made nothing in vain.  
 He makes the laughter of the brook  
 infectious and the cool shade rest-  
 ful. His children climb into our  
 laps, and their soft hands smooth  
 away the frowns. His old men tell  
 us the secret of trees and flowers.  
 His pathos enlarges our hearts, and  
 his humor lengthens our days.

#### HIS COUNTRY MAN.

The heart of Riley's country man  
 is as truant as that of a school-boy,  
 but as tender as that of a mother.  
 This country man does the unex-

pected, the unconventional, but it is never bad. He is commonplace and uncouth, but never vulgar. He would be pitiable in a dress suit, and would go hungry from a ten-course dinner; but what friend ever found him wanting or knew him to compromise the right? He is interesting wherever we find him. He is out under the shade of the apple tree, "jes' a-restin' through and through," declaring:

"That's jes' what I'd like to do  
Stiddy fer a year er two!"

Or he has been "down to the capital at Washington, D. C.," has seen society, and comes home, saying:

"The whole thing's artificialer 'n  
artificial flowers!"

He is a good neighbor, and full of sentiment. Writing a note of gratitude, he says:

"All alone with the roses you send,  
Bein' sick and all trimbly and faint,  
My eyes is — my eyes is — my eyes  
is — old friend —  
Is a-leakin' — I'm blamed if they  
ain't!"

Riley dearly loves this country man and believes in him. He says of him in "Old John Henry:"

"His doctern's jes' o' the plainest  
brand —

A smilin' face and a hearty hand  
'S religen 'at all folks understand.  
He hain't refined as he'd ort to be  
To fit the statutes o' poetry;  
Ner his clothes don't fit him — but  
he fits me!"

Sweetness, gentleness, and purity pervade Riley's poems. He has never drawn a bad man or a villain. Nature and man are his themes, and possibly his own idea of the mission of his poetry is expressed in the poem of "Poems Here at Home" —

"The poems here at home — who'll  
write 'em down,  
Jes' as they air in country and in  
town?  
Who's got the lovin' eye, and heart,  
and brain  
To recko'nize 'at nothin's made in  
vain —  
'At the Good Bein' made the bees  
and birds  
And brutes first choice, and us folks  
afterwards?"

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## THE EMOTIONAL LIFE AND HEALTH.

BY DR. T. S. LOWDEN, CLARK UNIVERSITY, WORCESTER, MASS.

(Concluded.)

After all, the remote end of personal hygiene, physical, mental,

moral, is racial welfare. The Egyptian priest emaciating the body by meagre vegetable diet for the spir-

it's sake; the Stoic divesting himself of all he possessed and retiring within his own subjectivity, rejoicing in nothing but his independence of all externals; the religious devotees crucifying the flesh and making life miserable through long fasts, weary vigils, lack of air, sunshine and exercise; those with false moral convictions who abstain from simple, harmless joys, the passing pleasures that make so much for health; the scholar wholly dedicated to learning, retiring to his cave, unmindful that the intellectual life is but one of the aspects of his being; the athlete ruled by the notion, athletics for athletics' sake, not aware that man needs a many-sided training; the man in business whose life is dominated by the love of material gain, ignorant of the aim and end of living,—all stand a barrier to the welfare and happiness of the race.

Pessimism is mental, moral or physical ill-health or all. Pessimism inevitably leads to some form of ill health and ill health is an open way to pessimism. For the pessimist there is no life—expansive process. The life movement is ever contracting. He lacks the spirit of elasticity and accommodation, experiences no spontaneous outburst of joy, exhilarations, exuberance of the life current issuing from the surplus strength, overflowing vivacity, euphoric buoyancy; is never conscious of a background feeling

of naive, animal life. He consumes himself in snaps, snarls and bites. Pope, hunchbacked, miserable, petulant, acrimonious and supercilious; Byron, brilliant, immoral, haughty and contemptuous; Shakespeare, irregular, disappointed, irascible, unwilling to call anything good but absolute death; Poe, truly poetic, but self-consuming, drunken, morbid and delirious; Carlyle, with his poor weak stomach, ever thrusting itself into consciousness, could little appreciate the joys of life. For the pessimist there are no sunny days, green fields, meadows, clear skies, cool brooks, shady forests and song of birds; no racial echoes of a distant paradise. The Golden Age is leaden, Saturn hoes in toil among the thorns, the Arcadian days cheerful with song and dance are but brute barbarism. The past is dark, the present miserable, the future gloomy. He cares not for a tomorrow. He has no intimation of a Valhalla. Why should he want its leaves and fruit of immortal healing?

In sharp contrast to the spirit of pessimism is the life-joy that knows no bounds, welling out of the animal surplus, the source of all real health. Hawthorne in "Marble Faun" has admirably portrayed the "surplus-life" in the simple, rugged, sportive animal-spirited Donatillo, born and bred on the sunny vineyard slopes of sylvan Tuscany. Such physical well-being, rhythmic

bodily tone, euphoric health form the true ground for sanity, efficiency and happiness.

What joys and how much health spring from beautiful reminiscence! Childhood lives in the present, young manhood in the future, old age in the past. Happy, natural childhood with its myriad joys, "large, deep foundations for lofty future decorations," is a never-failing fountain of sweet waters that find their way adown the life, making green the barren, creating health and beauty everywhere, bringing old age to renew its youth and making death a passing. The sad part of life to me is that myriads of children have so few joys. The serious adult life is early thrust in upon them. They have no childhood, very little opportunity for normal growth and development. They are forced out of Paradise and the "flaming sword" put at the gate. A life thus entailed can not but be superserious, sad, harsh, contracted, dysphoric, deficient and unhappy. One of the best things the home and school can give the child is to establish in the young life a many-sided perennial loveliness. From this he will never entirely get away. Such a "fountain of youth" is ever present in the life to cheer and bless. An eminent psychologist said to me, "Reverting to childhood days is a cure for my mind and body. The scenes of my childhood have saved me in sad affliction. When worn

with the year's work, if I can only get back to the old farm, I rapidly recuperate and I am soon restored. It is my best medicine; these remembrances are my tonic." I, too, can bear testimony to the pleasures of memory and the associations of childhood days and ways as the best of cures. My period of life from five to nine, spent in a loved spot, has left an indelible impression on my life for health and happiness. The child who has never known an old homestead, a permanent dwelling place, has no anchorage in an attractive environment, has not received his heritage, and though counted rich, is poor indeed. The poet draws much health and life-content from childhood. This is evident everywhere in Wordsworth's writings. With Tennyson "The Brook" is but his childhood song of the brook behind the old cherished homestead; "flowers in the crannied wall" is but the child-man philosophyzing, and just so it is with Lowell in "The Cathedral."

So apparent is the wholesome influence of the higher emotions upon health that it is not necessary to dwell on this point. Hope that is the natural enemy to fear, worry, anxiety and dread, and drives off the imminent; the moral satisfaction that comes from having done well for one's self and his fellows; the intellectual and aesthetical joys that spring from accomplishing something; seeing and feeling; re-

lations of unity; sympathetically entering into the life and spirit of artist and painting, musician and music, poet and poem; having the feeling of "Worship the Lord in the beauty of holiness" and taking

into the life the evolutionary spirit of "Be ye therefore perfect;" doing one's very best and casting off all care,—have a significant influence upon the health and welfare of the individual and the race.

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## AM I MY BROTHER'S KEEPER?

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BY HARLAN E. HALL, MANSFIELD.

In response to an invitation of the MONTHLY for a summary of a little ethical study pertaining to the moral training of pupils, I submit the opinions of two or three thousand persons ranking from the kindergarten to the greatest living scholars, philosophers, statesmen, writers, etc. I am not selecting answers from the lot to fit any side of the subject, but aim to give representative opinions from as many lines of society as possible. My reasons for making the inquiry were stimulated by my growing belief that neither the home nor the school is paying enough attention to the kind of training which has to do with the morals of the child. To-day, making men rather than making minds should be the primary function of the school. To this end a primary principle is that a pupil must be taught to know what he ought to will. He cannot rightly will unless he knows what right conduct is. Even Jonathan Edwards' son knew nothing about

morality by inheritance. He had it to learn. He inherited ethical capacity as he inherited a capacity to learn language or mathematics, but he did not inherit a knowledge of right and wrong. So with the youth of our schools; many of them are ignorant of what they ought to do and of the relations of certain kinds of conduct to the general welfare; many of them have never been taught the correct ethical code and do not understand the serious consequences of theft, lying, deceit and sin. Idealistic and utilitarian ethics are becoming farther and farther separated in many lines of society and business, and the school is contributing a large share to this separation.

With a view to determine the opinions of society and business upon one of the simple little problems of daily life, I manufactured the commonplace bit of behavior pertaining to two school boys as given below and asked for answers which are given verbatim.



"School is out and teacher and pupils have gone from the building. 'Good' and 'Bad' are two boys, each thirteen years of age. They are coming up the road, when 'Bad' says to 'Good,' 'I am going to make a snowball and throw it through the window of the school house.' 'Good' says, 'Do not do this, for it may get me into trouble; the teacher may ask me to tell who did it.' ('Good' did not tell 'Bad' that he *would* tell on him). The next day the teacher questions each pupil privately about the window; what should 'Good' say when she asks him the following questions:

(a) Did you break the window?

(b) Do you know who broke the window?

(c) Who broke the window?

Practically all answers agree in "Good" saying "Yes" to the first two questions. The question whether "Good" should tell on "Bad" has been answered as follows:

——, Author, Prominent Prof. of Philosophy, College Pres.

.. "Yes." Because it is his duty to prevent evil by all proper means; and it is proper to tell a beneficent authority when any transgression is probable and prevention possible.

. . . Because it was his duty to tell all he knew about the matter when questioned by a competent authority. . . All governments, parental, educational, or political are instituted for the good of the

governed and for the general welfare of society. To make any government successful in realizing these high ends, the co-operation of the governed and the governing is an indispensable prerequisite. Such co-operation is an impossibility if information is withheld which is necessary to the administration of justice. The act of withholding information which can be really serviceable in preventing wrong is punishable because it makes against both the objects of government as given above. The obligation to assist in realizing these objects is superior to any obligations of comradeship, or even a previous promise, since no promise to do evil can be held to be binding. Herod's promise to Herodius."

——, Author, Principal Polytechnic School, U. S. Navy:

"Yes." "He should tell even if he had promised that he would not, and be punished by the teacher if he should refuse to tell."

——, Supt. Schools in a large Western city:

"'Good' should tell provided he could be made to see that his social obligation was greater than his personal one. If it is his duty to tell, he should be punished for refusing to tell, but in a suitable manner. The big boys of business have to tell upon the big bad boys of business or be punished in the court for refusing to do so. And the bad boys of business have to tell upon

one another' for the good of society."

———, Prominent College Prof. and Author of works on Pedagogy, and Education:

"No." 'Good' should answer, 'I cannot tell.'"

———, Prominent Author and Prof. of Psychology:

"Morality being, in my judgment, a matter of action in relation to motive and not of action in itself, I have not the data necessary to reply to your question. I could or might tell or not tell according to the hypothetical motives you furnished him with."

———, Principal of a large girls' Technical High School:

"Yes." "He should tell even though he had promised that he would not tell. He had no right to make such a promise. This is one of the trying puzzles of school management. Nobody wants to cultivate the habit of tale-bearing, but all want to create a sentiment for social service. If 'Good' refuses to tell, I can realize how this position maintained in actual life becomes the attribute of a citizen avoiding all responsibility for preventing the robbery of his fellows or the punishment of offenders against society. I am therefore unable to see how he is other than an abettor of crime and a sharer in it."

———, Supt. Schools of a large Eastern city:

"The only time where anybody

can be compelled to tell anything and be punished for not telling is in a court of law. The trouble with a good deal of school management is that they have tried to introduce court-martial illegally."

———, Supt. Schools of a large Eastern city:

"I am not sure how far in extreme circumstances a teacher is justified in obtaining the willing or unwilling evidence of children. I know that there are cases where not to get to the bottom of a trouble means its repetition and damage to the school, but my training leads me to believe that any teacher who has a reasonable class for a reasonable length of time can get at most of the facts in school life without tattling. In my opinion the boy is justified in telling or not telling as he sees fit."

———, Supt. of a large Boys' Industrial School:

"'Good' should tell on 'Bad' and be punished for refusing to tell."

———, Prominent Author of Psychology:

"'Good' should tell on 'Bad,' and he should be punished if he refuses to tell. He should have told 'Bad' in the first place that he would tell on him."

———, Principal of a large Ohio High School:

"'Good' should have told on 'Bad.' He should have told even though he had promised 'Bad' that he would not. Two wrongs never

make a right. This whole question hinges upon the so-called honor in politics, in school and in society. If I see a man setting fire to my neighbor's house, I am bound to give information even though it involves my friend, if I cannot dissuade him from it. It takes courage and sacrifice at times to travel the straight road."

———, Prof. of Psychology in a large Eastern College:

"'Good' should have told 'Bad' in the first place that he would feel obliged to tell the teacher of his action. He should be punished for refusing to answer the teacher's questions."

———, prominent Author and Scholar:

"'Good' ought to tell on 'Bad' even though he had promised him that he would not. He ought to be *taught* that it is his duty to tell."

———, Supt. Schools of large Western city:

"'Good' should not tell on 'Bad,' and not be punished for refusing to tell."

———, prominent Author of Psychology and Professor:

"I doubt if it is 'Good's' duty to tell. He certainly has duties, but I doubt if this is one of them. He should not tell if he has promised 'Bad' that he would not."

———, a leading psychologist and writer:

"'Good' has two lords to serve — school decency and boy honor. I

can hardly imagine a good tone in a school without some cordial compromise between these interests. In different schools the line of comparison may be drawn in different places. So long as all sides cheerfully observe the same line, the tone will be good. I think it essential that school authorities should cheerfully and definitely respect boy-honor up to the limits where they draw the line which they consider fatal to school decency."

———, President of a large Western Normal School:

"'Good' should tell on 'Bad' even though he had promised 'Bad' that he would not, and he should be punished if he refuse to tell. I am not altogether certain that I have done justice in my answers to your questions. I want to add that while I appreciate the time-honored instincts of children and youth with respect to fidelity towards comrades, I believe that the civilization in which we now live demands the inculcation of a broader ethical principle. The society of adults is safe only when administered upon the principle that the offender shall be found, delivered up and punished. These are my reasons for answering the questions as I have done, and I have nothing to say either of expediency or method of approach."

———, Principal of a large High School:

"'Good' should tell on 'Bad' and

be punished if he refuses to tell. The parallel is a witness in court. Good citizenship requires and his oath requires that he tell the truth, the whole truth and nothing but truth. The maudlin sentiment that crime should be protected and our government go to the dogs is Equitable, New York Life and Mutual Morality."

——, prominent professor of School Administration and Author:

"'Good' should say, 'I prefer not to tell.' He should not be punished for refusing to answer."

——, Principal of a large Ward School, also Author:

"'Good' should tell on 'Bad' and be punished if he refuses to tell. 'A bad promise is better broken than kept.' I strongly believe that a union of mutual moral helpfulness should be formed including all pupils and teachers. If a lad saw his friend in great physical danger he would instinctively do his utmost to save him. So should he do when a question of moral conduct is at stake. In cheating at examinations, in disobeying a rule, lying, etc., the morals need toning up. When the moral life of adults is questionable, when society constantly winks at similar capers, and no punishment is given, what then can we say to children?"

——, five prominent bankers:  
All say that 'Good' should tell

and be punished for refusing to tell.

——, Supt. of Schools in large city:

"'Good' should not tell his teacher on 'Bad,' but he should tell on him before a court."

Data from eighth grade pupils taken in different cities and states:

Fifty-five per cent. say "Good" should tell on "Bad;" forty-five per cent. say refuse to tell. Sixty per cent. of girls say tell, and forty per cent say refuse to tell.

Ten postmasters, ten railroad conductors, five naval officers submitted answers and were all agreed that "Good" should tell on "Bad," and be punished if he refuse to answer, and tell if he had promised "Bad" that he would not. Of ten cab drivers, four say tell and six say refuse to tell.

Of about three thousand answers received from teachers, thirty-five per cent. say tell and sixty-five per cent. say that "Good" should refuse to tell. The latest record taken this last summer at a county institute in Ohio was taken in writing upon printed blanks, making sure that no one was influenced by a speaker in presenting the subject. The result of the vote is: Of fifty-eight men voting, twenty-eight say "tell," and thirty say, "refuse to tell." Of sixty-eight women voting, eighteen say "tell" and fifty say "refuse to tell." What is your opinion?

**RATIONAL LIVING.****POSSIBLE METHODS OF STUDY.****BY DR. HENRY C. KING, OBERLIN.**

My first suggestion is in line with my own method of dealing with any book that I carefully study. I try to have three things continually in mind: First, points of question; second, points of criticism; and third, points of special contribution; that is, I try, first, to give special study to passages concerning the meaning of which I am uncertain. Toward these passages I do not take an attitude of either approval or criticism. I am simply questioning about them, and I usually indicate them on a first reading by an interrogation point in the margin.

There may be, in the second place, other passages with the teaching of which I am clearly not in agreement. These, in my own study, I commonly indicate by a red line and often write into the margin my precise objection and the reasons for it.

The third, and perhaps the most important thing that I have in mind in the study of a book, is to look for the special contributions which the book has to make to me. These special contributions I indicate usually by a blue line in the margin and often make an index of these points on the fly leaf of the book,

so that I can turn to this fly leaf as a kind of personal index to the book of the points that have been worth most to me and to which I am most likely to wish to return.

I should think that a discussion of the book by a circle of teachers might very well follow this general plan, bringing up in succession points of question, points of criticism and points of special contribution. If the book is to do its largest service, no doubt the chief attention should be paid to the last heading, and yet I should hope that its readers would feel free to take a fairly independent view with reference to the book.

A second suggestion as to how the book might well be studied and handled in discussion grows out of the fact that the book really aims to give the supreme conditions of living, that is, the supreme conditions of character, of influence, and of happiness, and a reader of the book might well be on the watch for every suggestion along any one of these three lines. In general, of course, the book aims to show that the conditions for character and influence and happiness alike are the same, but still each question may

very properly be raised, often more definitely than I have raised it in the text. So, both in the study and in the discussion, these three points of view might well be had in mind. In the discussion, let each teacher be asked to indicate what special suggestion in the section under discussion he had found in each of these three directions.

Another way of getting at the material would be to try to bring out, both in the study and in the discussion, all the suggestions that the book has expressed or implied; first, for direct school work; second, for the moral life; third, for the religious life. This plan also ought to bring out much of what is most valuable in the book.

Once more for those who wanted to bring together in a still more careful and systematic way the final results of the book, at the end of study, I would suggest the following set of questions. If this summary is to be of the greatest value, page references, of course, should be given under all the points: —

First, the main contentions of the book.

Second, the points in the book about which you feel most question, with the reasons.

Third, the most helpful suggestions for meeting your own practical difficulties — in living.

Fourth, the most helpful suggestions for meeting your own theoretical difficulties — in thinking — whether intellectual problems or religious doubts.

Fifth, the most helpful suggestions for your work as intellectual and moral teachers.

Sixth, the most helpful suggestions for your work as moral and spiritual leaders.

Seventh, the points, if any, in which you think the book has the most original contribution to make.

Eighth, the most needed applications of the book in our modern life.

Ninth, the best net result of the study of the book for you.

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## THE DAILY ATMOSPHERIC SURVEY.

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LECTURE BY J. WARREN SMITH, COLUMBUS, OHIO, AT TEACHERS' INSTITUTE, AUGUST, 1906.

A gentleman was recently asked the reason why the Chief Forecaster of the United States Weather Bureau was now called "Old Prob,"

when formerly he was known as "Old Probability." The answer was that he did not know unless he had lost his "ability."

Be that as it may, the fact remains that the work of the weather bureau is of wonderful benefit to the people of this great country of ours.

Conservative marine insurance agents say that a West Indian hurricane moving up our eastern coast unannounced would leave from three to five million dollars worth of property for them to settle for, while warnings displayed for a single hurricane are known to have detained in port on the Atlantic coast, vessels and cargoes valued at over \$30,000,000. And yet for years no hurricane has visited any of our ports unannounced.

In January, 1896, warnings of a cold wave that was spreading over the country from the Northwest saved, in ten cities of the country, property valued at over \$3,500,000.

In the southern states it is important that the sugar cane be left just as long as possible before being cut. The longer it stands the higher the sugar content is. Formerly the planters were often caught by an early severe freeze or else cut their cane earlier than was necessary. Now they have such confidence in the warnings of the bureau that they let the cane stand until they get the forecast of a temperature low enough to cause damage by freezing. Then they put large gangs of men in the fields and windrow the cane. The planters in a single parish in Louisiana have thus safely windrowed cane to the

value of over \$100,000 upon the receipt of a single warning.

In the raisin growing districts of California there has been practically no loss from rain for years, because of the warnings issued from the San Francisco office of the weather bureau. The raisin crop, while drying, is greatly damaged by rain, but the forecasts are so accurate and the system for distributing the rain warnings so complete, that no rain of consequence has occurred for years without the warnings being sent into the valley in season to have the trays stacked and covered.

In the lower Mississippi valley in 1897 flood warnings issued by the weather bureau enabled the owners to remove property estimated at a value of \$15,000,000 from the inundated region.

The value of the flood service was emphasized in a still more remarkable degree during the great floods from March to June, inclusive, of the year 1903, in the Mississippi watershed. The flood in the upper Mississippi watershed was the greatest in its history, with the exception of that of 1844, while in many portions of the lower watershed, the stages were the highest ever known. Yet notwithstanding the enormous volumes of water, the forecasts and warnings were very accurate, both as to location, stage and date. Warnings were issued from four days to three weeks in advance, and in no single instance

did the forecasted stage differ from that actually recorded by more than four-tenths of a foot. The average difference was about two-tenths of a foot.

Shippers of perishable products in all the large cities where there are weather bureau offices now, seldom think of making a shipment in the winter time without consulting the forecast. At Columbus all the large produce dealers call up our office every morning in the winter time, and ask whether it will be safe to ship perishable products. We inquire the character of the goods, the kind of package they are in, the length of time they expect to be on the road, and the direction the shipment is to be made and then advise accordingly.

The value of our service to the public increases in direct proportion to their knowledge of our work and the information that we have to offer. Hence, when you, as teachers, are fostering the knowledge of the science of the weather and the work of the bureau, you are benefiting the public more than you appreciate.

#### PRESENT WEATHER BUREAU SYSTEM.

There are at present about 200 stations where recording instruments are kept and from which telegraph reports are sent twice a day.

Automatic instruments keep a continuous record of the barometric pressure, the temperature, sunshine,

rainfall, and the wind direction and velocity.

Twice a day, at 8 o'clock, 75th Meridian time, morning and night, eye observations are made and a report immediately filed at the telegraph office. This report is made in the form of a cipher to save expense, and gives the reading of the barometer, temperature, rainfall, wind direction, state of weather, maximum and minimum temperature during the preceding 12 hours, wind velocity, kind, amount and direction of clouds and other miscellaneous data.

These telegrams when filed take precedence over every other matter. They are all grouped in circuits by an ingenious arrangement of the stations so that each of the large stations receive reports from the most important stations in their vicinity, with a minimum of telegraphing.

The telegraphic reports begin to arrive at the weather bureau offices at about 8:40, and as fast as they come in the data are entered on outline maps of the United States.

Upon one is entered the barometer readings at each station, corrected to sea level, the temperature, the wind direction and velocity, the state of the weather and the rainfall; on another the temperature change during the 24 hours, on another the departure from the normal temperature, on another the change in barometer during the past



24 hours and the past 12 hours, and on another the rain fall areas during the preceding 12 hours and during the preceding 24 hours.

So that by 9:30 when the last telegram is received, we have a true picture of all the weather conditions that are prevailing throughout our land. There is no other country on earth, where inside the short space of two hours from the time the instruments are actually being read, the officials at over 100 different points can have spread before them, an accurate account of the weather conditions then prevailing and that have prevailed during the preceding 12 hours, from over a district 3,000 miles from west to east and nearly that distance from north to south.

(Maps for three successive days having been distributed among the teachers, the lecturer proceeded to explain them, and show how the forecasts are made from them.)

(Maps giving the average tracks of the cyclones and anti-cyclones in their movement across the country were also shown, as well as some typical winter storms and West Indian hurricanes.)

These printed weather maps can be secured by any teacher on application to the nearest weather bureau office, by stating that they are needed in teaching.

On receipt of these maps each day, the movements of the cyclonic and anti-cyclonic areas can quickly

be shown by tracing over the isobaric lines with colored pencils. The isobars below 30.0 inches should be traced in blue and those above 30.0 inches in red. Then as these red or blue areas are seen to progress across the country, the teacher can bring out the correlation between the pressure areas and wind direction, the wind direction and the temperature, the wind direction temperature and weather conditions, the pressure gradients and wind velocity, and the relative position of the rain or snowfall areas to the cyclones, the position of the thunderstorms in relation to the cyclonic areas, etc.

(The lecturer showed sample maps, in colors, of some of the correlations suggested above and explained that all the data needed for entering part of the data on blank maps, so that the student could work out the connection, was printed on these daily maps.) Blank base maps can be procured for 20 cents a hundred, or \$1.50 a thousand for use in map making.

The students should be led to making these correlations themselves, and it is surprising how quickly some of them will grasp the essential points of the relation of the different weather elements as they move across the country.

The bright student will soon associate topography, wind direction and rainfall, for example, and the effect of the ocean in modifying the

temperature, etc. He will notice that the Gulf of Mexico occupies the corresponding place in this hemisphere, and will wonder what would happen to the crops of the great Mississippi valley if the desert should take the place of the Gulf.

The value of the weather map for studies of the character suggested can hardly be estimated.

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**A HOUSE BY THE SIDE OF THE ROAD.**

There are hermit souls that live withdrawn

In the place of their self-content :  
There are souls, like stars, that dwell apart

In a fellowless firmament ;  
There are pioneer souls that blaze their path

Where highways never ran ;  
But let me live by the side of the road  
And be a friend to man.

Let me live in a house by the side of the road,

Where the race of men go by,  
The men who are good, and the men who are bad,

As good and as bad as I ;  
I would not sit in the scorner's seat,  
Nor hurl the cynic's ban ;

Let me live in a house by the side of the road  
And be a friend to man.

I see from my home by the side of the road,

By the side of the highway of life,  
The men who press on with ardor of hope,

The men who are faint with the strife ;

But I turn not away from their smiles or their tears,

Both part of an infinite plan ;  
Let me live in a house by the side of the road  
And be a friend to man.

I know there are brook-gladdened meadows ahead

And mountains of wearisome height,

And the road passes on through the long afternoon

And stretches away to the night ;  
But still I rejoice when the travelers rejoice,

And weep with the strangers that mourn,

Nor live in my house by the side of the road

As one who dwells alone.

Let me live in the house by the side of the road,

Where the race of men go by ;  
They are good, they are bad, they are weak, they are strong,

Wise, foolish, and so am I.  
Then why should I sit in the scorner's seat,

Or hurl the cynic's ban ?  
Let me live in a house by the side of the road

And be a friend to man.

— *Watson.*

# The Ohio Educational Monthly

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O. T. CORSON, EDITOR AND PROPRIETOR.  
F. B. PEARSON, - MANAGING EDITOR.

## SUBSCRIPTION RATES.

Single subscriptions, *cash*, or subscriptions taken at the institutes, \$1.00 each. Single subscriptions, *time*, \$1.25. *Subscriptions taken at the institutes and not paid before December 1, or within three months of date of institute, \$1.25 each. Cash renewals \$1.00. Time Renewals \$1.25. Single number 10 cents.*

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THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and *must give both the old and the new address.*

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

If the year 1907 brings to the teachers of Ohio as many joys as the MONTHLY wishes for them, it will be the best year of their lives.

\* \* \*

If only we can bring the boys and girls to see that school is a privilege and not a task, our work will be easier and theirs far more joyous.

\* \* \*

TEACHING is so much more than hearing recitations, so much more than telling facts, that we wonder

that these alone should be called teaching.

\* \* \*

It has often been said that people find what they are looking for, but repetition does not weaken the truth of the statement.

\* \* \*

SOME one has said that want of discernment is the devil's best ally, and this applies with special emphasis to all our work in the school.

\* \* \*

It is easy to grade a school to see whether it measures up to the legal standard of equipment. But wise inspection is a different matter.

\* \* \*

If we get results we need not bother our heads about the machinery. A system with a big capital S is not a cock-sure remedy for ignorance.

\* \* \*

THE boy naturally wants to unlock the mysteries of life and these may be made to include arithmetic and grammar if the teacher only knows how.

\* \* \*

LIFE consists largely in doing over and over again the same things and blessed is he who can do them a little better at each coming around the circle.

\* \* \*

SORROW is as deep as joy and life is as deep as the two added. The person who can laugh can

weep, and he who can do both knows what life is.

\* \* \*

IT is right to try to induce the boy to think, but the teacher should give him a fair chance and not make so much noise telling him to think that thinking is impossible.

\* \* \*

SOME of the people who seem so anxious to systematize matters in Ohio seem to have forgotten the glorious things our schools have done with a minimum of visible machinery.

\* \* \*

THE teacher who threw water into the stove to prove that heat transforms water into steam lacked gumption. He also lacked a stove after the experiment, and later on lacked a position.

\* \* \*

A PROMINENT Ohio school man in commending the attitude of the MONTHLY on answers to the uniform questions, says, in conclusion, "It is better to broaden teachers than to make them narrow."

\* \* \*

ANOTHER such man in making similar comment, says, "I use the questions in the MONTHLY in my classes in reviewing subjects, but, of course, could not do so if you published the answers."

\* \* \*

THE boy who has not been trained to work at home does not

take very kindly to work at school. Some would, apparently, be willing to have the children get an education without work, not realizing that the work is really the best part of the education.

\* \* \*

IF some one should offer us ten thousand dollars for our promise never again to do a day's work, we should soon incline to return the money and regain the privilege of working. Work seems hard at times, but without it life would have no zest.

\* \* \*

IT is a sad state when we have become so deeply grooved in doing a bit of work in a given way that we can do it in no other. We are very apt, in this condition, to become oracular and condemn other ways of doing it. Teachers should evermore be teachable.

\* \* \*

IF the next legislature will give us a law providing for state aid to weak districts, a law providing for the training of teachers for the rural schools, and a law that will give us ample revenues for the schools, we ought to be fairly well satisfied. These are well worth working for.

\* \* \*

CERTAINLY, everybody is entitled to an attack of the dumps if he insists upon it, but let him never imagine, for a moment, that the stars in their courses will stop to

look or listen. The day is just as fine and the people across the street and around the corner are just as nice as they were yesterday, whether he has the dumps or not. He is really about the only one who is influenced by the attack.

\* \* \*

OF course, we shall be disappointed. Our ideals are constantly receding upward. The toy pleases the baby, but not the grown-up. When the great painter at last produced a picture that satisfied him his heart broke, for he knew that he had ceased to grow. Of course, we shall be disappointed.

\* \* \*

THERE is a bag of gold at the rainbow's end. Let no pessimistic iconoclast aver the contrary. There is only one trouble. We have distorted vision. We need an oculist. With the right glasses we should see that the end of the rainbow is right here where we are standing, and that the bag of gold is right at our feet.

\* \* \*

NEITHER piety nor scholarship need be gloomy. Both the pious and the scholarly ought to be allowed a good big hearty laugh, now and then, without loss of standing in the community. Vivacity is not necessarily inanity. We can do hard work and still have some fun as we go along. Indeed, the fun gives zest to the work, and both together give radiant life.

IT is now our intention some day to make a list of words descriptive of sounds and then check those that are suitable for school-room use. Then we shall exploit this great pedagogical discovery. The list will contain such words as cackle, crow, growl, whine, bark, grunt, bray, snarl, squawk, ripple, gurgle, twitter, roar, bellow, squeak, shriek and speak.

\* \* \*

THE world despises a quitter. No matter how hard the task, only let it be possible, and the world expects us to keep at it till it is done. The harder the task the greater the victory of achievement. This is a lesson that needs to be taught in the classes in arithmetic, algebra and the rest. Teach the boys not to be quitters.

\* \* \*

WE are careless folks in the matter of the pronunciation of English words, and there is great need of reform. If the druggist should try to give us drugs according to our pronunciations, he would probably be much bewildered. This is true of other tradesmen as well. To pronounce our words correctly is one of the marks of the student.

\* \* \*

OF course, it may be profitable to publish answers to the uniform questions, but so are many other businesses that need not be named. If nothing but considerations of gain actuated us, then, we should

publish the answers, but to publish answers to these questions and to advocate high standards in educational affairs at the same time would be so inconsistent that it would be grotesque.

\* \* \*

THE boy may be far less than we would have him, but down in his nature, lurking beneath much that is unpromising, there is a spark of good. This spark we must fan into a glow, a flame, but we can not do this by calling him harsh names. Possibly, he has been made what he is by harshness, and redemption can come to him only by the opposite course. If we trust him he will respond in kind and, later on, may become a real joy to us.

\* \* \*

THE great work of the teacher is to show to the pupils things in their true proportions and relations. These boys and girls are inclined to emphasize the minor at the expense of the major and the teacher can do no better service than to clarify their vision. It is not easy for them to see that athletics and social functions are but incidents along the way, but when they have a clear conception of this fact they have made a great gain.

\* \* \*

THE concrete illustration makes a strong appeal to our pupils. We want them to have moral fiber, of course, but this can not well be

preached into them by abstractions. Ask a boy what he would do if the merchant gave him change ten cents short, and he will tell you at once that he would make demand for more. Now ask him what he would do if the merchant gave him ten cents too much, and you have taught a good lesson concretely.

\* \* \*

THESE are very human children with whom we have to do, children who can not be put off with a stone when they are yearning for bread. We may have our visions, and it is well to have visions now and then, but we must not lose sight of the fact that our daily work concerns itself with natural, flesh and blood children and that they can not be trained to a high degree of social efficiency by visions. For them mental arithmetic is a better diet than moonshine.

\* \* \*

THE one man was ever busy getting others to do for him, to help on his plans, to worship at his shrine, to burn incense at his altar. The other man spent his time in doing for others, helping them to better positions, giving them words of encouragement, and trying to make life more joyous to them. When the time for reckoning came the former found himself marooned on a desert island of indifference and neglect, while the latter was enshrined in a thousand faithful hearts ready to sound his praises

and do him honor. This is not a fairy story, but really happened, and that, too, in Ohio.

\* \* \*

THERE are many things in life that bear no price-tag and that for the reason that they have no money equivalent. But this is not an easy lesson to teach. Ears have been dulled to fine sounds by the vulgar clinking of coin and eyes have been be-filmed by the vulgar display of bank-notes. The gifts of Raphael, Rubens, William the Silent, Abraham Lincoln, Shakespeare, Longfellow and Hawthorne to the world can not be measured in money. What our young people need to learn is that the thing we call education can give them power to extract more joy from life than ever could be purchased with money.

\* \* \*

WE are all more or less inclined to blame some one for the disagreeable things in our lives. The merchant may find his partner useful in this respect, the wife may find the husband a convenience and the teacher may use the pupil for a like purpose. When we are having a disagreeable time we keep aloof from the mirror. It may be indigestion or loss of sleep, or fatigue caused by a too ardent indulgence in social gayeties—it matters not about the cause. The result is the same. The boy in the front seat may be called into service at any moment to bear the

brunt. He knows the whole truth, but with heroic fortitude amounting almost to stolidity he makes the sacrifice for Dear Teacher.

\* \* \*

I WANT my child to attend the public school, for there he will be imbued with the fundamental principles of true democracy. He will be given credit for meritorious work though his clothing may be coarse and his pockets empty of coin. He may not ride to school in an automobile; he may have to eat a cold lunch; he may not know the latest slang of the theater and the skating-rink, but if he does his work well he will have the approval of his teacher and of his schoolmates. He may live in a poor home on a side street, but that fact does not militate against him if he is faithful to his duties and respects himself and others. If he doesn't learn the meaning of democracy in the public school he is hopeless.

\* \* \*

ANENT the subject of teachers' examination the *School News* quotes one of the county superintendents of Illinois as follows: "I care very little about just the number of facts on a given subject which each teacher happens to have in mind at the hour of examination, but I do care very much to know how thoroughly she has digested a few facts and how she is likely to think about any problem

that may arise in the school room. In other words, the whole question of teaching is a matter of the personality of the teacher. The real question is the character of her mental habits, — how she looks at things; how she thinks about things; whether she thinks about things at all, or simply remembers things. Now all this is to be found out as much by tone of voice and expression of face as it is by word."

\* \* \*

IF by any chance the superintendent should muster up courage enough next spring to drop one of the "dead ones" off the recommended list there would ensue in a single day more activity and signs of life than that same teacher has shown altogether in the past ten years. He, she, it would be up and doing at once. Possibly, such drastic measures might prove a real blessing to such a teacher in, giving a new lease on life — physical, spiritual, and professional. Such a "dead one" seems to feel secure because she has not been dropped before. The old colored man on July 5th said, "Well, I got a long time befo' me yet, for I mos' allus notis dat if I live till aftah de Fo'th of July, I live out de res' ob de yeah."

\* \* \*

A MEMBER of a board of education who is also something of a philosopher, said in a conversation recently: "If you are going to stir

up a hornet's nest you ought to use a long pole." There it is in a nutshell! This is much the same as the old story about living in glass-houses and throwing stones, and much the same, also, as the story about extracting from the eyes motes and beams, and the lesson is the same. The best way to rebuke a wrong act is to do better. The best way to get rid of the weeds is to hoe the potatoes. While one man stands railing at some real or imaginary evil the other man has been doing something for his kind and has added somewhat to the sum of human happiness. The self-appointed critic may have his uses but his method of work doesn't always bring the answer.

\* \* \*

PRAY, let us not reproach the boy for his curiosity. That is the very lever with which he will pry open the secrets of the sciences, the languages, and mathematics. If he hasn't curiosity he hasn't much of anything and we teachers will have a dreary time trying to inject our precious facts into his noddle. That children should be seen and not heard is a philosophy as cruel as it is false. Curiosity is not only the child's right but also his great boon. If he doesn't ask questions he needs a physician, and if he does ask questions his teacher and his parents should rejoice and be exceeding glad. His questions may drive us into a corner, but with the child to



lead us we ought to be able to find our way out.

\* \* \*

THE scolding, nagging teacher very soon transforms sublimated order into chaos and then thinks the children are to blame. Scolding is an evidence of a lack of resourcefulness, and simply means that we are trying to throw upon others the blame for our own inefficiency. The scolding preacher soon empties the pews. The scolding platform speaker soon finds himself without dates. The scolding house-wife drives her husband and sons from the house. This is not because of the scolding alone, but because we all crave that which is positive and are not content with the negative. The children may not be able to get away from the scolding teacher, but they long to be somewhere else. Indeed, their bodies may be present but their hearts are absent.

\* \* \*

IF we are absolutely certain that nothing but a surgical operation will save the boy, then, by all means, let us have the courage to perform the operation. Oh, yes, we may have a parental visitation or even a lawsuit, but that is the risk one always runs in an effort to save a life. The fireman takes risks; the sailor takes risks when he jumps into the sea to save the man who has fallen overboard; the miner takes risks when he goes down the shaft to save a companion. True enough, the par-

ent stands by and watches the surgeon mutilate the body of his child with no word of criticism or complaint, and we could wish that this same parent might look upon our work as being no less important than the surgeon's. But he may not. We have to take risks.

\* \* \*

THE whole matter of discipline resolves itself into the question of teaching power. The real teacher has small concern with discipline. Given excellent teaching and discipline is wellnigh forgotten. Of course, there are those who can keep order but can do little else. A policeman might do that. But, as a general proposition, the really good teacher has little or no trouble in the matter of discipline. There is a subtle power emanating from the very presence of such a teacher that makes for the orderly progress of school affairs, and that wins not only attention but also an interest in whatever is being done. The day of the martinet has passed away and we are now living in a time when good teaching is the potent talisman.

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#### EXCERPTS FROM A BOOK.

The name of the book is "Cicero in Maine and Other Essays." The author is Martha Baker Dunn, and the publishers Houghton, Mifflin & Co., Boston. From the title it will be seen that the book is a collection of essays. One of these

bears the caption "The Meditations of an ex-School Committee Woman" and from this essay these extracts are taken:

"A clergyman's profession offers the nearest parallel to that of a teacher, but the former is supposed to be under the direct guidance and protection of the higher powers, whereas the teacher, with most of the clergyman's responsibilities, is obliged to accept as his immediate Providence a school board of whom it is not always possible to say, 'Of such is the kingdom of heaven.' It is true that we as parents, have more far-reaching duties toward our children than their teachers can have; but if we do not choose to perform these duties, there is, unless we transgress the law of the land, no one who is entitled to call us to account. There are, however, periods when we exist simply for the purpose of calling the teacher to account. Is he not paid out of the public treasury? Go to, then! If our children are not models, is it not his duty to make them so?

\* \* \*

"It is, to the initiated, a self-evident fact that for the thoroughly successful teacher there is but one standard: he must be an angel for temper, a demon for discipline, a chameleon for adaptation, a diplomatist for tact, an optimist for hope, and a hero for courage. To these common and easily developed qualities of mind and heart, he

should add india-rubber nerves, and a cheerful willingness to trust a large portion of his reward to some other world than this.

\* \* \*

"There used, in the former days, to be a good many poetic similes in which the unfolding of a child's mind was likened to the gradual opening of a flower, leaf by leaf. The revised plan admits of no such sentimental and slow-moving process. A child's mind is like an umbrella, expanding equally and instantaneously at all points, and, fortunately for the child, it also resembles the umbrella in that it sheds a good deal more than it retains.

\* \* \*

"During her official working hours the teacher is responsible for the health, manners, and morals, as well as the intellectual progress of her pupils. She is equally at fault in regard to the bright ones who are kept back and the stupid ones who are not brought forward. On the days when rank is announced she is to expect to be greeted with tears and innuendoes on the part of those pupils who habitually expect rewards they have not worked for. All the loss of time and mental energy brought about by practice in athletics, by dancing schools, evening gayeties, and the like, lies, of course, at her door. As a rule, parents know that these things must be the teacher's fault.

"But does the teacher have no recreations? Certainly—her recreations are many, but not varied. Not infrequently the school superintendent has a hobby, in which case he forms classes in psychology, history, pedagogy, or what not, and the teacher may find recreation by joining in these intellectual revels. If she does not join, it may be suspected that the root of the matter is not in her. There are teachers' meetings also, sometimes for conference and for conveying information of real benefit, and sometimes for the purpose of telling the teacher something she has heard before, or that she knows has no practical truth in it.

\* \* \*

"When the society of which I have dreamed has been organized, it will involve the sending of female teachers during each vacation period to some frivolous place of resort where the labels will be taken off their backs, and they will be forbidden under penalty of law to listen to papers or lectures, to talk shop, or 'take a course' in anything but hilarity. They will be encouraged to ride and row, play golf and tennis, to climb mountains for the fun of it, without making the least effort to find out what ingredients enter into the composition of the everlasting hills. They will also be allowed to dance, to talk with young men on subjects distinctively uninstructional, to sit on the sea sand, and ask no questions

about what the wild waves are saying, and to wake in the night without utilizing the time by repeating the multiplication table or giving the parts of speech.

\* \* \*

"Every one of those children is legally entitled to two parents. There must be some use for parents in the everlasting economy of things, though many of them don't seem to suspect it. If the time ever comes when the enriched natural history courses demand that the pupil shall be sent into wild beasts' cages in order to observe their habits, it is the teacher who will be doomed to accompany him. And if during the visit the lion begins to lick his chops and demand food, it is the teacher who will be expected to come cheerfully to the front and say, 'Eat *me*! When I accepted my present munificent salary, I prepared myself, of course, not to falter at little sacrifices like this.' In the meantime the child will have retired in good order, and the parent—the female parent—will be safely at home embroidering a doily, or writing a paper for the Woman's Club. What the male parent will be doing is one of the things 'no fellow could be expected to know.'"

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#### TEACHERS' INSTITUTES.

The close of another institute season in Pennsylvania seems to be an opportune time to record a few observations relative to Pennsylva-

nia institutes in particular and teachers' institutes in general.

Each year's experience in this great state has confirmed the conviction, previously expressed, that there is no other audience which can be compared to that of a Pennsylvania institute in enthusiasm. Its size, as a rule, is limited only by the seating and standing capacity of the largest hall to be found in the community where it is held, and to the speaker with a sane and hopeful message such an audience furnishes a rare opportunity to say the thing that will help teachers to help themselves, and that will cause patrons to take a keener interest in the education of their children.

To the sour-tempered educational iconoclast, whose only thought is that of ostracizing everything that has ever been done in schools, with which he has had no connection, who feels that an ignorant world is not yet ready for his wise message of advanced (?) thought, who gets "mad" at an audience which will not listen to his scolding and fault-finding, and who does not come to himself long enough to realize that the reason he is not appreciated is found in the fact that there is nothing in his personality or message to call forth appreciation — to such a man, the Pennsylvania institute is a "mob," an "unruly crowd," seeking to be "entertained" and not "capable of following a scientific discussion of a serious problem," etc., etc. If

such unhappy beings, whose very seriousness is a constant source of amusement to all who meet them, could but see themselves for a single day as they really appear to those who are so unfortunate as to be compelled to associate with them, there might yet be hope that a little common sense might find its way into their narrow minds and a few rays of light and sweetness penetrate their darkened souls.

One of the many interesting things to note is the coming and going, year by year, of the sensationalisms and discoveries of a few individuals whose desire for notoriety is their ruling motive. High sounding phrases and words of great length and little meaning are their stock in trade, and when the educational atmosphere settles down and clears up, after one of their explosions, it is evident that nothing of value not already known in a simpler and, therefore, better form, has resulted from all the noise.

The storm of "apperception" which swept down upon us a few years ago has practically passed away, and the word which simply expressed in a new way an old and simple idea has been retired without a pension. Even "adolescence" discussed by some, whose zeal far exceeded their judgment in a manner bordering upon the ridiculous and vulgar, is not such a craze as it was a few years ago. The true teacher whose genuine love for

childhood is the chief qualification which enables her to look down deep into child-life, understands something of its mysteries and longings, and helps it to realize its hopes, is no longer troubled because she has not been able to publish a thesis on "Child Study," prepared as the result of compilations of answers to "Questionnaires."

Of course new phases of sensationalism must be provided to take the place of those which are passing away, by those who feel that the announcement of some new and strange doctrine, is the only evidence of growth and development, and no one should be surprised that "Guinea Pigs" and "Rats," usually of the white variety, are now coming to occupy a prominent place in the discussion of modern educational philosophy. Truly "the world do move," and if this movement should be in a circle, we may soon get around to the place that the great and important question of the ancient philosophers relative to the number of angels that can dance on the point of a needle, can again be discussed.

One of the worst influences which occasionally, through some misrepresentation, finds its way into a teachers' institute, is that of the man who preaches a doctrine which he does not practice. Such a man will describe conditions, as really existing in the school of which he has charge, which never existed anywhere. He will speak

with seeming sincerity of results in discipline or mental training which he knows never have been or never can be achieved. He will tell of how his school knows no such thing as regulations regarding conduct or study, while the facts are that he resorts to methods in his actual work which are not always even commendable.

The tendency of all such deception and misleading talk is to discourage the perhaps already over-conscientious teacher by making her think that, because she has trouble, at times, with her discipline, and can not always arouse the sluggish boy to an all consuming interest in every recitation, her whole life as a teacher has been a failure. To apologize for such so-called instructors and would-be educational leaders by saying they are "idealists" only adds insult to injury. A much smaller word, with only one short syllable, is their only correct characterization.

What the teacher needs, as a rule, is encouragement in working toward the realization of high ideals which appeal to her common sense, and not criticism of everything which she has ever done or hoped to do. She needs to be inspired to nobler efforts, not crushed by the recital of pretended but absolutely false achievements. She ought to be encouraged to do her best by magnifying her own personality and influence, and in working out, in so far as possible, her

own salvation, by overcoming difficulty, not discouraged with the thought that difficulty always results from her own weakness, and that if she were only strong enough, there would be no difficulties to overcome. She needs a joyous enthusiasm to work with and for her pupils, not a knowledge of some dark and mysterious philosophy or psychology which will cause her to debate with herself whether she really is or is not here on earth, with responsibilities which, at times, seem too heavy to be borne, but with opportunities which make her soul happy and her life joyous.

To bring to teachers some such hope, encouragement, enthusiasm, and inspiration is the purpose of the teachers' institute.

O. T. CORSON.

### THE GREATEST COMMON DIVISOR.

By D. C. Bryant, St. Paris.

A few words respecting the process of finding the G. C. D. may not be amiss; for many of us have taught the subject while knowing but very little about it. Divide the larger number by the smaller and the last divisor by the last remainder; continue the process until there is no remainder; this last complete divisor is the G. C. D.

Many have asked "why" about this process, and have left the question without an answer.

The true teacher has no right to leave himself in a position of doubt.

The process of finding the ratio

of two straight lines will assist in dispelling such doubt regarding the G. C. D.

A ..... E ..... G ..... B  
C .... F...H...D

Let AB and CD be two straight lines and let these lines represent say, 69 and 54, respectively.

Apply CD to AB; it is contained once with a remainder of EB.

Apply EB to CD; it is contained three times with a remainder FD.

Apply FD to EB; it is contained once with a remainder GB.

Apply GB to FD; it is contained once with a remainder HD.

Apply HD to GB; it is contained even twice.

In making these divisions of one line into another, we have been following out the old process of dividing the larger number by the smaller and the last divisor by the last remainder; and HD must represent the G. C. D. of AB and CD.

Let us see what this relation is:

$$GB = FH = 2HD.$$

$$FD = EG = 3HD.$$

$$EG + GB = 5HD = EB.$$

$$CF = 3EB = 15HD.$$

$$CF + FD = CD.$$

$$CD = 18HD.$$

$$AE + EB = CD + EB = AB.$$

$$AB = 23HD. \text{ HD must equal 3.}$$

Having once gone through the process of finding the G. C. D. by this graphic method, there ought to be no doubt left.

The principle, it seems to me, need be carried into no more detail. Each of the numbers divided

by their G. C. D. gives the ratio of the numbers.

#### **THE EASTERN OHIO MEETING.**

Over four hundred teachers were entertained at Steubenville on the occasion of the thirty-sixth annual meeting of the Eastern Ohio Teachers' Association held Friday and Saturday after Thanksgiving. Everybody seemed to have such a good time that, if there were any justification for criticism of the hotels, the visitors forgot to make the criticism. Steubenville teachers did themselves proud in the entertaining feature and the new High School building was a revelation to all.

The program was carried out practically as announced. Superintendent Franklin P. Geiger's inaugural address on "Optimism in Education" was bright, suggestive, wholesome, sane.

Superintendent I. B. Wagner, of Sherrodsville, threw his discussion of "The Teachers' Thanksgiving" into conversational form and made an interesting story of his contention that teachers have real cause for thanksgiving.

Prof. Joseph Banley, of Marietta College, had a well prepared paper on "Artist or Artisan?"

The most notable discussion of the meeting was that on the topic "Are the Schools Responsible for the Weakened Moral Fiber of this Generation?" in which Supt. Jesse V. McMillan, of Marietta, who had

the paper, answered the question in the negative. Society which adopts the doctrine of laissez faire, and especially the home, is to blame, while the school is doing its duty and more than its duty against frightful odds." Both Mr. McMillan, however, and Prin. F. B. Stanton, of Salem, held that the school had serious responsibilities in the matter, and directed attention to the evils at which the school should train its guns. Prin. Ira C. Painter, of Zanesville, also took part in the discussion.

Greatly to the regret of all, the speaker for the evening session, Supt. James A. Leonard, of the Ohio State Reformatory, Mansfield, was not present, having been called to the bedside of his dying mother in Detroit.

Col. C. H. French satisfactorily occupied the hour of the evening session with his picture-story "Yellowstone National Park," followed by a few moving pictures depicting San Francisco earthquake scenes. Thereafter the teachers visited the various departments of the Wells High School building, and were shown the modern appliances for effective teaching therein provided.

All the Steubenville teachers wore a badge on which was printed the legend, "I am from Steubenville, ask me." A half hundred boys and girls also were on duty and showed the visitors every attention. In the manual training room the teachers had fitted up a colonial

kitchen and dining room decorated with pumpkin vines in full bloom. It was a very yellow occasion, and here was served a luncheon consisting of pumpkin pie, doughnuts, apples, buttermilk and very sweet cider. At the other end of the building the domestic science rooms were decorated strikingly, the one as a Japanese tea room, where the visitors were served by high school girls in Japanese costume, and the other as a Gypsy camp, where fortunes were told by two bright teachers of the Steubenville corps. The evening session lasted almost till midnight with all these joys.

The Saturday morning session was interesting and profitable and consisted of the following: "The Enthusiasm of the Teacher," Supt. Frank Linton, Salineville. "Practical Suggestions for Young Teachers on How to Keep Order," Miss Mary McClure, Coshocton. "Good Teaching and Good Order," Prin. C. C. Conard, Bridgeport. Discussion, Supt. John E. Ring, Gnadenhutten. "Arithmetic," Supt. W. O. Moore, Washington. "In What Particulars do the Schools Most Help the Children?" Supt. J. W. Jones, Newcomerstown. "Our Reading Circle Work," Supt. J. C. Stiers, New Athens. Discussion, Supt. O. E. Binckley, Smithfield. "The Educational Value of Latin and Greek," Professor Howard McDonald, Muskingum College. "Power and Its Development," Supt. J. E. Clark, Caldwell.

The music, under the direction of Mr. John Phillips, supervisor of music, Steubenville schools, was pleasing and showed careful preparation. Supervisors Bland, of Barnesville, and Julia Weaver of Mingo Junction, contributed solos.

Some of the Steubenville teachers who wore the badge at the E. O. T. A. meeting, "I am from Steubenville — Ask Me," were of opinion that Supt. VanCleve took this means of getting rid of his teachers. So sure was one of them that this was his purpose (so she said) she hid that part of the legend which precedes the dash and wore the petition "Ask Me" in the sight of all mankind. At latest reports it is uncertain what will be the outcome.

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#### **THE CENTRAL OHIO SCHOOLMASTERS' CLUB.**

The great meeting for the year was held December 26th, when a large company of more than one hundred broke bread together and later on were regaled with a literary program of more than ordinary interest. As a sort of spice to the program President W. O. Thompson initiated Supt. Wm. McK. Vance into the mysteries of the club and the sparring match with sallies of wit and illustrative stories brought both combatants off with high honors and flying colors. It was, indeed, a battle royal of accredited champions and will be



long remembered by all who were present.

The paper of the evening was read by Commissioner E. A. Jones, who discussed "The Place of a College of Education in the Educational System of Our State." This paper set forth the subject in a clear, logical and forceful manner and was thoroughly convincing in showing the need of such a college. An edition of at least ten thousand copies of Commissioner Jones' paper will be sent out very soon, but if any one who is interested in the subject fails to receive a copy and will notify the OHIO EDUCATIONAL MONTHLY by postal card a copy will be forwarded at once without expense.

The roster shows the following members and guests present: W. O. Thompson, Guy Potter Benton, G. C. Maurer, J. P. West, E. A. Jones, H. G. Williams, J. V. McMillen, J. H. Snyder, S. D. Shankland, W. M. Townsend, F. H. Hamm, J. H. Rowland, E. W. Coy, W. F. Pierce, C. T. Moore, C. S. Barrett, L. E. York, E. B. Cox, E. C. Van Cleve, W. H. Finley, J. E. Morris, F. A. King, W. G. Hormell, L. C. Cox, C. B. Austin, A. I. McVey, M. J. Flannery, A. J. Brown, M. N. Parker, H. L. Frank, S. H. Layton, A. D. Beechy, C. A. Krout, E. A. Hotchkiss, J. T. Tuttle, E. E. Richards, C. L. Boyer, E. M. Mills, G. K. Lyons, J. W. Swartz, J. D. Simkins, E. B. Stevens, W. H. Siebert, E. A. San-

ders, T. J. Sanders, Chas. Snively, D. R. Major, C. C. Patterson, W. C. Whitney, Wm. McPherson, C. W. Cookson, N. E. Hutchinson, W. L. Atwell, J. V. Denney, C. E. Thomas, Oscar Chrisman, J. J. Bliss, Wm. McClain, Chas. Cheseldine, J. G. Edwards, H. R. McVay, G. W. Knight, I. N. Keyser, L. B. Demorest, L. C. Dick, C. T. McCoy, H. E. Conard, L. W. MacKinnon, C. D. Everett, L. O. Lantis, J. W. Moore, J. G. Leland, B. O. Martin, E. P. Dean, W. F. Whitlock, Alston Ellis, E. L. Mendenhall, S. D. Fess, M. E. Hard, J. W. Guthrie, W. McK. Vance, E. D. Lyon, R. T. Stevenson, Geo. R. Eastman, W. E. Smyser, L. B. Marshall, C. L. VanCleve, J. W. Mackinnon, Lee A. Dollinger, E. A. F. Porter, E. L. Hall, F. A. Derthick, L. D. Bonebrake, A. D. Empart, C. E. Bonebrake, W. H. Mitchell, J. A. Culler, H. C. Minnich, Arthur Powell, E. P. Childs, W. W. Nusbaum, U. G. Sanger, W. E. Painter, W. W. Boyd, S. P. Humphrey, H. H. Helter, O. T. Corson, J. E. McKean, S. K. Mardis, W. H. Sidebottom, Ira C. Painter, J. A. Shawan, Chas. Hauptert, J. W. Carr, T. Otto Williams, C. P. Parkhurst, R. O. Austin.

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**THE OHIO SCHOOL EXHIBIT AT  
JAMESTOWN.**

The Seventy-seventh General Assembly appropriated \$75,000 to be used in participating in the cele-

bration of the three hundredth anniversary of the first permanent English settlement made in America.

To carry out this purpose of the state legislature, Gov. Patterson appointed the Ohio Commission to the Jamestown Exposition. Braxton W. Campbell, president, Cincinnati; Ernest R. Root, vice-president, Medina; George W. Knight, secretary, Columbus; John P. Given, Circleville; and Clive C. Handy, Wauseon, constitute the Ohio Commission. Stuart R. Bolin was chosen assistant secretary by the commission.

Prof. George W. Knight, the secretary, is enthusiastic and active in arranging for the Ohio educational exhibit. Adena, the residence of the first governor of Ohio, has been chosen as the model for the Ohio building at the Exposition, and a fac simile of that historic residence is now under roof and almost completed.

The general commission in charge of the Exposition has declared its intention to emphasize the important phases of modern education. It has divided the educational exhibit into the following classes:

1. Elementary education.
2. Secondary education.
3. Higher education.
4. Special education.
5. Education of defectives.
6. Education of the races.

7. School books, equipment and buildings.

#### 9. Physical Culture.

The commission, in setting forth its desire in reference to the educational exhibit, makes the statement that "The quality of the work and not the amount must be considered. A few specimens of the work of a class will give as good an idea of the teacher's work as the entire work of all the pupils in a class of a school and will insure the interest of the visitor, while many repetitions, good and bad, of the pupils' work, obscures the methods employed and discourages the visitor who seeks information."

When the relations of Virginia and Ohio are considered, it is not surprising that the Ohio commission should be invited to make an exhibit calculated to show the establishment, growth and development of the free public schools in the state, as well as the present condition and character of the work of these schools. This invitation led the Ohio commission to appoint the commissioner of schools the consulting director, and his deputy the active director to the educational exhibit made by the state. The commissioner of schools has selected an advisory committee consisting of superintendents C. L. Van Cleve, of Mansfield, R. E. Rayman, of East Liverpool, J. V. McMillan, of Marietta, S. T. DiaT.

of Lockland, and Mr. A. B. Graham of Columbus and Prin S. Weimer, of Cleveland, to assist in planning the exhibit.

In accordance with the wishes of the Exposition authorities, it is proposed to make the exhibit typical and selective rather than general. As far as possible the exhibit will be made historical and will be arranged with reference to the following outline:

1. Subscription schools.
2. Subscription schools with state aid.
3. Free elementary schools.
4. Establishment and growth of high schools.
5. Centralized township schools.
6. School organization.
7. School revenues.
8. Development in courses of study.
9. School buildings.
10. Certificating of teachers.
11. Preparation of teachers.
  - a. Colleges and normal schools.
  - b. Institutes and associations.
  - c. Summer schools.
  - d. Reading circles.
12. School text-books.
13. Kindergarten schools.
14. Manual training schools.
15. Colleges.

All superintendents, teachers and other school officers will confer a favor on the Ohio commission and those appointed to direct the work of preparing the exhibit, by report-

ing to them or to any member of the advisory committee any material or information that may be helpful in the arrangement of the exhibit. This invitation is also extended to those in charge of the colleges and academies of the state.

#### LIFE CERTIFICATES.

The successful high school teachers are: E. E. Atwell, Bremen; Leonard W. Bedford, Fitchville; Forest B. Bryant, Richwood; John L. Clifton, Homer; Alvin Dille, Albany; Otto J. Dodge, Milford Center; Otto W. Elliott, Millersburg; James H. Fortney, Williamsburg; J. M. Hamilton, Lebanon; T. J. Heck, Tremont City; Samuel M. Heitz, Germantown; H. W. Holycross, Zanesfield; William R. Hoover, Quincy; George J. Keinath, Ottawa; Frederick A. King, Cincinnati; Albert F. Lantzer, New Washington; John L. Miller, Delphos; Theodore G. Pasco, Montpelier; F. E. Rinehart, West Alexandria; Edward W. Struggles, Middletown; Sanford L. Turnipseed, New Richmond; John B. Vining, Edison; Samuel E. Weaver, McComb; James P. West, Westerville; Clara V. Bingham, Lima; Mary O. Conrath, Wapakoneta; Olla F. Kieffer, Wooster; Frances Morris, Waynesville; Elizabeth N. Scott, Dennison.

Common school life certificates were issued to Edward P. Childs, Newark; James R. Clark, Enon;

Hugh E. Dening, Manchester; Walter E. Edmund, Junction City; Walter H. Everhart, Warsaw; A. E. Flinchbaugh, Westwood; Waid C. Ihle, Racine; Oakey T. Jacobs, Coalton; Andrew J. Love, Columbus; Lee W. MacKonnon, Granville; Charles W. Maston, Fresno; Charles B. McClintock, Beach City; L. N. Montgomery, Old Fort; H. B. Mulholland, Defiance; Homer K. Powell, Findlay; Kirt E. Randall, Cedarville; Clement L. Riley, Kirkersville; Nicholas J. Riter, Ironton; William M. Schumacher, Deshler; Murray F. Smith, Zaleski; Everett Stabler, Ross; Harvard F. Vallance, Columbus; George R. Warman, McConnelsville; T. A. White, Buckland; Fannie M. Cochrel, Philo; Augusta P. Dickson, Dayton; Cora Garrison, Celina; Kathryn Gries, Mechanicsburg; Jennie B. Lyte, Martins Ferry; Florence A. McNeal, Akron; Julia Storing, Uhrichsville.

#### **EDUCATIONAL NEWS.**

— Officers of the Eastern Ohio Teachers' Association for 1907 were elected as follows: President, H. Z. Hobson, Cambridge; vice president, Isabella Tappan, Steubenville; secretary, C. S. McVay, Woodsfield; treasurer, J. E. Clark, Caldwell; executive committee, G. C. Maurer, New Philadelphia; F. W. Wenner, Martin's Ferry; W. L. Richie, Coshocton. New Philadelphia was chosen as the next place of meeting.

• — Supt. R. A. Elsey, of Jerome, has inaugurated a course of lectures for his people to which they are giving a noble response. They believe in him.

— H. C. Dietrich, of the Toledo high school, and Miss Cornelia Williams were married at the home of the bride in Columbus Nov. 29. Our congratulations are most hearty.

— Supt. F. J. Mick, of New Madison, in transferring his dollar to our coffers, accompanies it with a beautiful word bouquet. We are very fond of flowers, but don't always keep them in the front window.

— Prin. C. J. O'Farrell, of the Napoleon (La.) high school, who was promoted to that position after five years in the Corning high school, is enjoying the work and writes enthusiastically of the place and the people.

— Supt. Owen Jones, of Rose-dale, is happy in the fine new building that was recently dedicated. He is working over time in the high school, is conducting a lecture course, and travels over sixty miles every Saturday to do work in Wittenberg College. He'll do.

— At the meeting of Collegiate and Secondary Instructors in Cleveland, Dec. 1, Prof. W. W. Boyd, Supt. C. L. VanCleve and Prin. C. P. Lynch enlivened the occasion with a discussion of the question "Should the Public School

Authorities Inspect the Colleges?" It was the consensus of opinion that the affirmative won.

—Miss Alice Stephenson, of Ripley, in commenting upon the character of the MONTHLY, says: "It is like wine; improves with age." True enough, and the end is not yet.

—B. E. Richardson has severed his connection with D. C. Heath & Co. in order to become western manager for D. Appleton & Co, with headquarters at Chicago. He is one of the strongest book men in the country and the Appletons are most fortunate in securing him for this responsible position.

—Miss Dora E. Siegler, the secretary, reports as follows: The second bi-monthly meeting of the Greene County Teachers' Association met at Xenia, Ohio, Dec. 15th, 1906, and proved to be a very instructive meeting. Miss Mary Turner, of the Xenia schools, gave an excellent paper upon "Life and Work of Thomas Arnold of Rugby." Prof. W. W. Weaver, of Antioch College, and Dr. David Major, of the Ohio State University, delivered addresses. Mr. Jesse Phillips, of Jamestown high school, gave a biography of Abraham Lincoln. Prof. E. L. Mendenhall, of the O. S. and S. O. Home, read an excellent paper upon the "Education of that Institution." He had assembled over fifty of the pupils who delightfully entertained

the teachers with their singing, drawing and physical culture work. The meeting throughout was one to inspire all teachers to higher ideals and better results.

—Miss Julia E. Converse, of Plain City, has accepted a position in the high school at Mt. Vernon, beginning her work November 26.

—Granville high school enrolls 44 girls and 44 boys. The eighth grade has 14 girls and 28 boys. The boys in that town are thus located.

—W. E. Kershner, the Business Manager of the O. T. R. C., reports that the sale of books already is six hundred above the total sales for the whole of last year. That augurs well for the ten thousand mark.

—Supt. Fred V. Bouic, of Warrensburg, is conducting a course of lectures for his people again this winter with marked success as usual. The grass doesn't grow under his feet even in growing weather.

—Dr. David Starr Jordan visited the Dayton city schools December 3, addressed the teachers, and was entertained at a dinner party given by Supt. Carr. The visit of this noted educator was greatly appreciated by all the educational interests in the "Gem City," all of which are deeply indebted to Supt. Carr for one more evidence of his ability to do things worth while.

—Miss Estella Ashwell has recently been added to the high school corps of Middletown and has charge of English and History. Supt. Arthur Powell is very happy in his work, and is looking forward with eager pleasure to the day when the new high school building will be completed.

—Hinckley, Medina county, is just completing a fine \$7,000 school room. It has two fine school rooms above and a fine auditorium below. The rooms will seat 100 pupils nicely. Supt. M. O. Merton is doing his third year's work there and is congratulating himself on the fine school spirit.

—Some say it cannot be done, but Miss Ellen Hughes, of Oak Hill told her pupils about the Pupils' Reading Circle books and they told their parents and a committee raised the money and now they have the books and are doing the work. Of course it can be done, teachers, if you want to do it.

—“Each day the world is born  
anew

For him who takes it rightly.

Rightly? that's simply; 'tis to see  
Some substance marks these shadows,

Which we call Life and History.  
Simply? that's nobly; 'tis to know  
That God may still be met with,  
Nor groweth old, nor doth bestow

These senses fine, this brain  
aglow,

To grovel and forget with.”

—J. W. Davis has resigned his position with Silver Burdett & Co. in order to accept a position with the National Cash Register Co.

—Supt. W. E. Lumley, of Tullahoma, Tenn., does his work with a master hand but, all the while, keeps his heart warm toward Ohio by reading the MONTHLY.

—The Cardington high school enrolls 106 of whom 70 are tuition pupils. Supt. F. H. Flickinger and Prin. W. J. Bankes have cause to rejoice in the results of their diligence and wisdom.

—Prof. D. A. Ward, formerly of Rio Grande College, but now of Michigan Military Academy at Orchard Lake writes with enthusiasm of his work and of the success of President Hull in doing away with hazing in the institution.

—J. H. Snyder, of state school commissioner's office, paid Mt. Gil-ead a very pleasant call recently. He carries the inspiration of the teacher's profession wherever he goes. He was a very successful superintendent at that place sixteen years ago.

—Supt. J. H. Barnett of Rockford keeps right up with the procession. The enrollment is 340 of whom 68 are in the high school. The new teachers are Miss Frankie Smith, Miss Ethel Layland, and W. A. Hart and they are all doing excellent work. Prin. S. Cotterman has held the fort for eighteen years and is still as good as new.

—The board of education at Stephens have invoked State aid to enable them to continue the school for eight months by way of testing the law.

—Daniel L. Kaiser of New Philadelphia has been a subscriber to the MONTHLY for twenty years and now begins on the second twenty. We wish him success in his laudable enterprise.

—Prof. R. T. Stevenson and Prof. J. H. Dickason each gave two excellent addresses at the Medina Co. meeting Nov. 10. Inspiring music was given by Miss Cora Warren, Miss Etta Musser and W. A. Franks.

—J. H. Rowland has resigned his position with the American Book Company to accept the position of sales manager with the Dieter Company of Chicago. His office will be in Columbus and his territory will include Ohio, West Virginia and Kentucky.

—Walter E. Painter thought he had quit the school business but he was mistaken. The Painters must teach school. This particular one is supervising the schools of Bedford Tp., Cuyahoga Co. along with much other work and, of course, doing it all well.

—The Mercer Co. teachers held a good meeting at Celina Dec. 15. A very interesting feature of the meeting were the tributes of respect paid to the memory of the late Senator T. J. Godfrey. A

committee composed of R. G. Clark, S. Cotterman, and M. D. Krugh formulated resolutions that breathed forth the spirit of tenderness and deep appreciation. Supt. S. Wilkin also spoke most feelingly in behalf of the services of Senator Godfrey in behalf of education in general and the schools of Mercer Co. especially.

—The article by Prin. L. M. Layton of Springfield which was published in our November number has attracted much attention in many states. Prof. S. H. Clark of Chicago University expresses his pleasure and a Chicago firm has asked permission to republish it in pamphlet form in an edition of fifty thousand.

—The teachers of Columbiana Co. held a good meeting at Leetonia December 8. The speakers were Supt. C. E. Oliver, W. B. Lindesmith, Supt. W. H. Richardson, Supt. J. K. Baxter, Supt. J. S. Johnson, Miss May Templar, and Dr. C. C. Miller. Excellent music was furnished by Miss Theresa B. Smith and Mrs. J. W. Moore.

—The Morrow County Teachers' Bi-Monthly Institute, held at Iberia, Saturday, December 8th, 1906, was an unusually interesting meeting. The interest taken and the discussions entered into by the rural teachers gave evidence that there is excellent work being done in their districts. Very practical and interesting papers were pre-

sented by Misses Colmery, of Iberia, and Rinehart, of Mt. Gil-ead, Walter McFarland and S. A. Rinehart. Those present were very appreciative of a most excellent address by Supt. F. H. Flickinger, of Cardington. The Round Table topics were the means of creating a lively discussion, which resulted in good. Those who participated were Messrs. Flickinger, Leiter, Wornstaff, Witcraft, Banks, Rinehart, Booth, Jacobs, Braden and McKeever.

— Plans were made at the meeting of the executive committee, Ohio Teachers' Association, held at the Chittenden, Dec. 27, for what promises to be the most important annual convention in the Association's history. Besides a program of general interest there will be the report of the School Revenue Commission created at last summer's meeting, which commission has been at work and will present for distribution a month before the next meeting a printed report. Out of the interest in this and the authoritative character of its findings it is expected that the next legislative session will deal with the question of adequate financial support of the schools with intelligence and liberality. The dates chosen for the meeting are June 25, 26 and 27, 1907, and an attendance that will surpass the record-breaking attendance of last year is confidently expected by the Executive Committee.

— Supt. L. E. York, Barnesville, L. L. Pegg, Clintonville, and Supt. A. I. McVey, Blanchester, are the officers of the association of School Examiners for the coming year.

— Supt. N. D. O. Wilson, of Bowling Green, was elected to membership in the executive committee of the School Improvement Federation. Otherwise all the former officers were re-elected.

— Dr. Joseph A. Culler, Miami University; Prof. M. E. Graber, Heidelberg University, and Ralph W. Buck, of the Xenia high school, are the new officers of the Association of Mathematics and Science Teachers.

— Township superintendents elected officers as follows: President, J. J. Houser, Castalia; vice-president, D. H. Barnes. Osborn; secretary-treasurer, L. S. Ivins, Lebanon; ex-Com. R. G. Parsons, Alpha, and J. N. Collins, Springfield.

— Pilgrimages to Washington at the spring vacation time have come to be a part of educational program. This year Supt. Edward M. VanCleve, of Steubenville, will conduct a party to the national capital the week of April 1. This will be the third under his direction.

— The Elementary Teachers' Association elected the following: President, Miss Macra Palm, Coshocton; Vice President, Supt. E. L. Daley, Commercial Point; Ex. Com. Miss Harriet Lazarus, Co-



lumbus, Miss Carrie Lowden, Akron, and Miss Anna Logan, Oxford.

— M. L. Alstetter, the new high school principal at Columbus Grove, has made a noble beginning and has already won the hearts of pupils and people.

— Union City will dedicate the new up-to-date \$25,000 school building in two or three months, and then the cup of Supt. W. H. Sidebottom will run over.

— Twenty-nine of the teachers of Alliance are enrolled as members of the O. T. R. C. and are doing the work. That they are happy goes without saying.

— The Alliance Board of Education has authorized its President and Clerk to issue orders for the payment of teachers for attendance at Institute for the past three sessions.

— Supt. L. B. Demorest, of Marysville addressed the Champaign Co. teachers at Urbana, Dec. 22 on "Inspirational Forces" and was accorded strong words of praise for his masterful presentation of the subject.

— It will give relief and joy to all our readers to know that Supt. J. E. Kinnison has so far recovered from the injuries he received recently as to resume his work. It might have been much worse, and would have been, but for the cool head and manly courage for which he is noted. We congratulate him,

the schools of Jackson, and of Ohio on his recovery.

— Supt. Geo. H. Lapp, of Nashport, is working for a school library by means of a course of lectures, and the people are responding nobly. The speakers are H. E. Hall, J. M. Richardson, C. L. Martzoff, J. D. Simkins, A. B. Graham, S. M. Sark.

— Supt. C. L. Boyer, of Circleville, and Prin. W. H. Rice, of Chillicothe, are hunting for names for people who have not yet been named. Suggestions will be gratefully received. — In this matter Circleville is masculine and Chillicothe feminine.

— Supt. Will C. Merritt, of Dublin, publishes a set of Review Lists to aid teachers and pupils in the preparation for Patterson examinations. These lists have been prepared by Supt. S. T. Price, President of the State Association of Township Superintendents, last year. They sell at five cents for each branch, 25 cents a set, or six sets for one dollar.

— Prin. R. W. Mitchell, of the Asheville, N. C., high school, was called to mourn the death of Mrs. Mitchell, Nov. 28. Our readers know of her illness and of the heroism of Mr. Mitchell through all these years of great trial and now that the pall of sorrow has enveloped the home we know that the hearts of his many friends in Ohio will go out to him and to the three children who are thus bereft.

—Supt. H. E. Hall, of Rudolph, has great occasion to rejoice over the many improvements in his bailiwick. A township high school, centralization, a good supply of apparatus for physics, botany, agriculture and physical geography, a board of education whose motto is "Nothing but the best," twenty-four in the high school—these are a few of the things that make him believe in Santa Claus more than ever.

—The second bi-monthly meeting of the Summit County Teachers' Association was held at Akron, December 8, 1906. The following program was rendered: Inaugural address, Miss Agnes Watkins; vocal solo, Miss Bernice Pugsley; address, "Material and Product," Supt. R. W. Solomon, Cuyahoga Falls; vocal solo, Miss Lena Peebles, Cuyahoga Falls; address, "Shall We Write Ichabod," Supt. C. L. VanCleve, Mansfield. Music was under the direction of Prof. N. L. Glover.

—Great interest is manifested in the Pupils' Reading Course at Alliance. Supt. Morris had several hundred of each of the three courses printed and placed in the public library. He then had notices read in all the schools that the slips could be obtained by calling at the library. On the right side of each slip is a column headed "Date when finished," and in this column the librarian will write the date opposite the name of

the book when the same has been read by the pupil holding the slip. The amount of good this is doing is remarkable.

—Supt. H. S. Piatt, of Coshocton, does not imitate. He doesn't need to. He is always original and unique. His Christmas greeting this year is a dainty brochure entitled, "Intermittent Cerebrations," and further explained as "being seven literary indiscretions committed at various times and under divers provocations and sent forth just now to a few friends chiefly that they may have at this glad yule time whereupon to exercise the Christian grace of charity." With this inscription over the portal one is eager to enter into the palace and what one finds there is a delight that needs to be experienced to be understood.

## UNIFORM EXAMINATION QUESTIONS.

### GENERAL HISTORY.

1. What nations in turn developed and transmitted civilization down to 800 A. D.? 2. Briefly sketch the career of Alexander the Great. 3. Name the leading characters and events of the Second Punic War. 4. Under what ruler did Rome reach the zenith of her power? Give extent of territory and population at this time. 5. Who was Charlemagne? 6. What were the results of the Crusades? 7. Give the terms of the treaty of Westphalia. 8. What were the causes of the French Revolution? 9. Name England's Queens. 10. What was the last *decisive* battle of the world? Reason for answer.

### ORTHOGRAPHY.

1. Define voice and speech. 2. Name the vocal organs. 3. Give the substitutes for L and J. 4. Name the requisites of good articulation. 5. When is

N silent? P? 6-10. Spell correctly, indicate the pronunciation of and define: 1. acerbity; 2. alpaka; 3. bilus; 4. baptizable; 5. halsion; 6. obseen; 7. kist; 8. transhent; 9. manicle; 10, queue.

### ZOOLOGY.

1. Define zoology and biology. 2. For what is Cuvier noted? 3. Explain metamorphosis. Give an illustration. 4. Define Protozoa and Metazoa. 5. Classify: sponge, man, cat, horse. 6. Describe the vertebrata. 7. Classify animals as to their methods of respiration. Give examples of each class.

### GEOLOGY.

1. Name the eras or ages, in geological history and one predominating organism of each. 2. What agencies are producing geological changes? 3. How do you account for the great "Ice Age?" What evidences of it are there in Ohio? 4. Describe the formation of coal. 5. Do fossiliferous rocks ever appear on or near mountain tops? Explain. 6. Describe the progress of making soil. 7. What is the origin of chalk? Lignite? Amber?

### MUSIC.

1. Define music, clef, staff, and hold. 2. Explain your method of teaching music in school. 3. Write the chromatic scale in the key of B flat. 4. What are monotonies? How treat them? 5. Give a detailed account of your preparation in this subject. 6-10. Will be given orally.

### ARITHMETIC.

1. Required the Greatest Common Divisor of  $\frac{3}{4}$ ,  $\frac{9}{14}$  and  $\frac{11}{28}$ . 2. A Zanesville merchant remitted to Chicago a draft for \$1250, at 90 days, interest at 6 per cent, paying \$1240 for it. Find the rate of exchange. 3. A rectangular field contains 100 acres; the side is to the length as 2 to 5. Required the diagonal. 4. Sold  $\frac{3}{4}$  of an article for what  $\frac{3}{4}$  of it cost. Find the per cent. of gain or loss on the part sold. 5. An agent sold a farm at 2 per cent. commission. He invested the proceeds in city lots at 3 per cent. commission. His commissions amounted to \$350. For what was the farm sold? 6. Two trains are 210 and 230 feet long. On parallel tracks when going in the same direction one passed the other in 15 seconds. When going in opposite directions they passed in  $\frac{3}{4}$  seconds. Find their rates in miles per hour. 7. From the middle of the side of a

square 10-acre field, a straight line is run to the opposite side, cutting off  $3\frac{1}{4}$  acres. How long is the line? 8. Required the edge of the largest cube that can be cut from a globe 12 inches in diameter. 9. When the annual rate of compound interest is  $21\frac{1}{4}\%$ , what is the true half year rate? 10. Insert 4 geometric means between 6 and 192.

### LATIN.

1. Translate: *Ea re constituta, secunda vigilia magno cum strepitu ac tumultu castris egressi, nullo certo ordine neque imperio, cum sibi quisque primum itineris locum peteret et domum pervenire properaret, fecerunt, ut consimilis fugae profectio videretur. Hac re statim Caesar per speculatores cognita, insidias veritus, quod, qua de causa discederent, nonum perspexerat, exercitum equitatumque castris continuit. Prima luce confirmata re ab exploratoribus, omnem equitatum, qui novissimum agmen moraretur, praemisit. Dedit constructionem de constituta, egressi, domum, fugae and insidias. 2. Translate: *Hisce omnibus, Catilina, cum summa rei publicae salute, cum tua peste ac pernicie cumque eorum exitio, qui se tecum omni scelere parricidioque junxerunt, proficiscere ad impium bellum ac nefarium. Tu, Juppiter, qui isdem, quibus haec urbs auspiciis a Romulo es constitutus, quem Statorem hujus urbis atque imperii vere nominamus, hunc et hujus socios a tuis ceterisque templis, a tectis urbis ac moenibus, a vita fortunisque civium (omnium) arcebis, et homines bonorum inimicos, hostes patriae, latrones Italiae, scelerum foedere inter se ac nefaria societate conjunctos, aeternis suppliciis vivis mortuosque mactabis. 3. Translate: *Ecce, manus juvenem interea post tergo revinctum pastores magno ad regem clamore trahebant Dardanidae, qui se ignotum venientibus ultro, hoc insum ut strueret Troiamque aperiret Achivis, obtulerat, fidens animi atque in utrumque paratus, seu versare dolos, seu certae occumbere morti. Undique visendi studio Troiana juvenis circumfusa ruit, certantque illudere capto. Accipe nunc Danaum insidias, et crimine ab uno disce omnes. Give the construction of manus, revinctum, visendi, and animi. 4. Translate into Latin: The Helvetii, influenced by the scarcity of all things, sent ambassadors to him concerning a surrender. Orgetorix was by far the noblest and richest among the Helvetians.***

### PHYSICAL GEOGRAPHY.

1. Describe and account for the climate of Western Europe. Compare the climate of Eastern Europe. 2. Make a list of the world's great low lands, and tell of each—its climate and productions. 3. Give the topography of Ohio. 4. Give probable cause or causes of volcanoes. Where are volcanoes found? 5. State the origin and form of sand reefs. 6. What proof can be given of the great age of the continents and oceans? 7. Explain the effect of climate on the distribution of plants. 8. What are oases? What controls their location? 9. Where and how are tropical cyclones formed? How do they travel? 10. How have geographical conditions affected man's progress? Illustrate.

### SCIENCE OF EDUCATION.

1. Define Education, (a) as a science, (b) as an art. 2. Point out the benefits to the teacher of a critical study of psychology. 3. Of what, in your judgment, should the professional training of teachers consist? 4. Give the psychology of habit and justify the claim that we are a bundle of habits. 5. "The primary concepts and ideas in every branch of knowledge must be taught objectively," "Knowledge can be taught only by occasioning the appropriate activity in the learner's mind." Explain fully. 6. Give your method of teaching reading, spelling, and numbers to primary children and justify each on a psychological basis. 7. Name inductive and deductive branches and give concrete illustrations of each method of reasoning as applied to teaching. 8. Contrast the nature of the child with that of the adolescent and show in what respects the method of approach to the mind of each varies.

### BOTANY.

1. What are the conditions essential to the germination of seeds? 2. Name the chief constituents of seeds, and of our common edible roots. 3. Give the classification of plants, based on the number of their cotyledons. Give examples of each class. 4. Describe the process of osmosis in root-hairs. 5. Define and give examples of shrubs, herbs, trees. 6. What is the function of the root? the stem? the leaf? 7. Sketch the common leaf forms and name each. 8. Represent by drawings and name the different forms of inflorescence. 9. Name and define the parts of the flower. 10.

Name ten common wild flowers. Describe five of them and classify three (20%).

### SCIENTIFIC TEMPERANCE.

1. Name the physical and chemical properties of alcohol. 2. Name the alcoholic liquors and give the per cent. of alcohol in each. 3. What are the general effects of alcohol on the tissues of the body? 4. Prove that alcohol is or is not a food. 5. What in your judgment is the most effective temperance teaching in the public schools?

### GEOGRAPHY.

1. Make a few important suggestions on the teaching of geography. Speak specifically of the value of geographical aids. 2. How would you explain to a class the rotundity of the earth? the change of seasons? the variation in the relative length of day and night? twilight? 3. What information can be obtained from a critical study of a good map? Which of these would you particularly emphasize? Why? 4. Compare the grand divisions in point of surface and area. 5. Name the countries that rank high in the production of each of the following: coal, iron, wheat, cotton, coffee, lumber, rice. 6. Draw an outline-sketch map of South America, locating the largest rivers, the chief towns, and the principal countries. 7. Locate the great desert tracts of the world and give the cause for the lack of rainfall. 8. Why is Commercial Geography an important branch of study? Where should it be taught? 9. What are the chief exports of the United States? In what countries are they sold? What do these countries send to our shores? 10. What are the factors which promote the growth, development, and prosperity of a nation? Show how these factors have operated in making the United States one of the greatest powers of the world.

### CHEMISTRY.

1. What is the extent of your preparation in chemistry? 2. Name some of the practical applications of the science of chemistry. 3. What is the chemist's unit? Define chemistry, organic chemistry, inorganic chemistry, atomic weight, valence. 4. Give examples of metals, non-metals. What are the characteristics of each? 5. Give the valence of chlorine, oxygen, sulphur, carbon. 6. Translate each of the following formulas:  $\text{HBrO}_3$ ,  $\text{H}_2\text{SO}_3$ ,  $\text{H}_2\text{SO}_4$ ,  $\text{H}_3\text{AsO}_4$ .

$\text{HC}_2\text{H}_3\text{O}_2$ . 7. Give the formulas for the following acids: formic, oxalic, tartaric, citric. 8. How are the atomic and molecular weights of elements determined? 9. Give history, occurrence, preparation, chemical and physical properties of oxygen. 10. Indicate by equations the different reactions by which hydrogen may be obtained. Describe each reaction.

### LOGIC.

1. What is inference? Immediate inference? Mediate inference? 2. Explain the difference between inductive reasoning and deductive reasoning. Which do we use most in school work? Why? 3. Define logic. Show the relation between logic and psychology. 4. What is *a priori* reasoning? State the difference between inference and proof. 5. What is meant by formal fallacies. Give an illustration. 6. Define and illustrate disjunctive reasoning. 7. Define and illustrate syllogism, proposition and reasoning. 8. What are some of the advantages to be derived from a study of logic? 9. What is a definition? Genus? Species? 10. State the three *Primary Laws of Thought*.

### TRIGONOMETRY.

1. Define a logarithm. What is the logarithm of  $\frac{1}{2}$  in the system of which 16 is the base? Find the logarithm of 25 in the same system. 2. Find the formulas for the trigonometric functions of  $90^\circ + a$ . 3. Deduce the formulas for  $\cos 2a$ ,  $\sin 2a$ , and  $\cos \frac{1}{2}a$ , in terms of functions of  $a$ . 4. Prove the theorem of the sines. 5. Find the values of  $\sin a/2$  and  $\cos a/2$ , in terms of  $\cos a$ . 6. Trace the change in sign and magnitude in the tangent of an angle, as the angle increases from  $0^\circ$  to  $360^\circ$ . 7. Express the cosine of half an angle in terms of the sine of the angle, and explain the double sign. 8. Show that for certain values of the angles  $2 \cos \frac{1}{2} A = \sqrt{1 + \sin A} - \sqrt{1 - \sin A}$ .

Is this formula true for values of  $A$  lying between  $200^\circ$  and  $220^\circ$ ? And if not, how must it be modified?

### GEOMETRY.

1. Demonstrate: The diagonals of a square are perpendicular to each other, and bisect the angles of the square. 2. Demonstrate: The bisector of an exterior angle of an isosceles triangle, formed by producing one of the legs through the vertex, is parallel to the base. 3. Demonstrate: The lines join-

ing the middle points of the sides of a rhombus, taken in order, enclose a rectangle. 4. Demonstrate: If one of the acute angles of a right triangle is double the other, the hypotenuse is double the shortest side. 5. Demonstrate: In a given circle let AOB be a diameter, OC any radius, CD the perpendicular from C to AB. Upon OC take  $OM = CD$ . Find the locus of the point M as OC turns about O. 6. Demonstrate: The perimeter of a triangle is to one side as the perpendicular from the opposite vertex is to the radius of the inscribed circle. 7. Describe the relative position of two circles if the line of centres: (a) is greater than the sum of the radii; (b) is equal to the sum of the radii; (c) is less than the sum but greater than the difference of the radii; (d) is less than the difference of the radii; (e) is equal to the difference of the radii. Illustrate each case by a figure. 8. The legs of a right triangle are 8 inches and 12 inches; find the length of the projections of these legs upon the hypotenuse, and the distance of the vertex of the right angle from the hypotenuse. 9. Find the segments of a line 10 inches long divided in extreme and mean ratio. 10. The base of a right prism is a rhombus, one side of which is 10 inches, and the shorter diagonal is 12 inches. The height of the prism is 15 inches. Find the entire surface and the volume.

### GRAMMAR.

1. Select from the following *five* clauses, and give the classification and the syntax of each clause selected: "On my part," says the teacher, "I only claim *him* to be *what* he made *himself* under such training and skill *as* I was master of, and with such talents as I knew he was in possession of when I first took him *as* a pupil." 2. Parse, from the quotation in question 1, *him*, *what*, *himself*, *as* (line 6), *as* (line 9). 3. Give the part of speech and the syntax of each of the italicized words in the following: (a) Let us no more contend nor blame *each other*. (b) After these things Paul departed from Athens and came to Corinth; and found a certain Jew *named Aquila*, born in Pontus, lately *come* from Italy. 4. Write original sentences containing (a) the imperative mode in the first person, (b) *may* in the subjunctive mode, (c) *but* as a relative pronoun, (d) a root infinitive as the object of a preposition, (e) a cognate object. 5. "That man, I think, has had a

liberal education, who has been so trained that his body is the ready servant of his will, and does with ease and pleasure all the work *that*, as a *mechanism*, it is capable of." (a) Classify the sentence as to form and name the principal subject and predicate. (b) Select and classify the clauses, and name the connective in each case. (c) Give the syntax of *that*, *mechanism*.

### PHYSICS.

1. Forces 6, 5, 8 acting on a pivoted body at perpendicular distances 5, 3, 4 respectively from the pivot tend to produce rotation in the same direction. How far must a force of 11 be applied to preserve equilibrium? 2. A block of cork weighs 60 g. A sinker which weighs 300 g. in air will just keep the cork immersed. If the density of the cork is .2, what is the density of the sinker? 3. Under what circumstances does a force acting upon a body do work? What measures the amount of work? Will it require 6 horse-power to do 198,000 foot-pounds of work? Explain. 4. Why does a lake freeze from the surface downward? Would a mass of molten lead on cooling also solidify from the surface downward? State clearly. 5. Explain the principle of the siphon. State any conditions under which it will not work. 6. Give diagram of magnetic field of force about (a) two like poles; (b) two unlike poles. What quantities determine the resistance of a conductor? 7. Where would you place an object with a spherical concave mirror to obtain (a) a real magnified image? (b) a virtual image? 8. Do sounds of different pitch travel in air with the same velocity? Give reasons for your answer.

### RHETORIC.

1. Write an original sentence illustrating each of the following: antithesis, metaphor, metonymy, synecdoche. 2. Criticise and correct the following: (a) His tongue grappled with a flood of words, (b) David was a great statesman, a great poet, a great warrior, and a great performer on the harp, (c) Above the porch rose a belfry within which hung a weather-beaten bell, the feeble sounds of which had been heard by the knight who had lost his way in the forest. (d) Courage as strong as the mountain oak sometimes melts like snow in the storm of battle. 3. Distinguish clearly the terms of the following groups: (a) verse, stanza, quatrain, couplet, (b)

heroic verse, Alexandrine, (c) sonnet, Spenserian stanza, (d) lyric poetry, epic poetry. 4. Rewrite the following sentences in good periodic form: (a) He is singularly happy in his choice of figures of speech and they give clearness and vigor to his style, (b) Mr. Marcey told his stories over and over but his hearers thought his old stories as good as the new. 5. In the following stanzas mark the scansion and point out an example of masculine rhyme, feminine rhyme, alliteration:

(a) Softly sweet in Lydian measures,

Soon he sooth'd his soul to pleasures.

(b) Twilight and evening bell,

And after that the dark!

And may there be no sadness of farewell

When I embark.

6. What is meant by transition?

Mention two different means of securing transition from sentence to sentence other than by the use of a connective word. 7. What is an allegory? Name three prominent allegories in our language. 8. Define elegy, idyl, and satire. Name two prominent satires.

### READING.

Sweet and low, sweet and low,

Wind of the western sea,

Low, low, breathe and blow,

Wind of the western sea!

Over the rolling waters go,

Come from the dying moon, and blow

Blow him again to me;

While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,

Father will come to thee soon;

Rest, rest, on mother's breast,

Father will come to thee soon;

Father will come to his babe in the nest,

Silver sails all out of the west

Under the silver moon:

Sleep, my little one, sleep my pretty one, sleep.

1. Who is the author of these lines? Where are they found? 2. How would you proceed with a class with this selection for an exercise in oral reading? 3. Indicate the manner in which you would read the last line of this selection by making the inflections, and locating the rhetorical pauses. 4. Define accent; classify accents; and give illustrations of each class. 5. Name the common faults in enunciation, giving illustrations of each.

### PHYSIOLOGY.

1. Name and classify the bones of the body. 2. Describe the nervous system. 3. Describe the circulation of the blood. 4. Describe digestion. 5. How do you teach the evil effects of alcohol and tobacco.

### POLITICAL ECONOMY.

1. Define capital, rent, credit, monopoly, boycott. 2. Give reason to account for the fact that in most employments women receive less wages than men. 3. State what is meant by the single tax theory, and give a reason for or against its validity. 4. What effect has the development of railways on the rent values of farm lands located (a) near large markets, (b) remote from markets. 5. State the laissez-faire doctrine, and discuss this doctrine in its relation to trade with foreign countries. 6. State and explain the principle that should guide in poor relief. 7. State in general the purpose for which a trust is organized. Suggest a method of dealing with unlawful combinations in restraint of trade. 8. Give arguments for or against municipal ownership of street railways.

### ALGEBRA.

$$1 + \frac{3}{1-x}$$

1. Simply: (a)  $1 + \frac{3}{1-x}$

(b)  $2b \left\{ 3x - 2a + 6 - [12a - (b + 9c - 2x - 7a - 3)] \right\}$

2. Solve:

$$\begin{aligned} (a) \quad & \left\{ \begin{aligned} \frac{2}{x} + \frac{3}{y} + \frac{1}{4} &= \frac{18}{y} + \frac{5}{x} \\ \frac{2}{x} - \frac{1}{y} &= \frac{1}{5} \left\{ \frac{1}{x} + \frac{1}{y} \right\} + \frac{1}{12} \\ \frac{a}{x} + \frac{b}{y} &= 1 \end{aligned} \right. \\ (b) \quad & \left\{ \begin{aligned} \frac{b}{y} + \frac{s-c}{x} &= 0 \\ x + y + s &= 2c \end{aligned} \right. \end{aligned}$$

3. Find the square root of  $x^4 - 4x + 10x^3 - 16x^2 + 19 - 18x^4 + 10x^3 - 4x^2 + x - \frac{1}{4}$

4. Two trains each 300 ft. long, run on parallel tracks. If running in the same direction, it requires 20 seconds for one to pass the other. If running in opposite directions it requires 4 seconds for them to pass. What are the velocities of the trains?

5. Find the value of  $x$ :

$$x^{-1} + a^{-1} = \sqrt{a^{-2} + \sqrt{4a^{-2} + x^{-2} + 9x^{-4}}}$$

6. If the length of a rectangular field were increased by one-eighth of itself, and its width decreased by one-sixth of itself its area would be decreased by 60 square rods and its perimeter by 2 rods. Find its length and width.

7. Applying the binomial theorem expand to four terms:

$$\begin{aligned} (a) \quad & (a^{\frac{1}{2}} + x^{\frac{1}{2}})^{\frac{1}{2}} \\ (b) \quad & \left\{ \begin{aligned} 2x & \quad 3y \\ \hline 3 & \quad 2 \end{aligned} \right\}^{\frac{1}{2}} \end{aligned}$$

8. Find the value of  $x$  and  $y$ :

$$\begin{cases} x^{\frac{1}{2}} + y^{\frac{1}{2}} = 5 \\ x^{\frac{1}{2}} + y^{\frac{1}{2}} = 13 \end{cases}$$

9. Solve:

$$\begin{cases} x - 2\sqrt{xy} + y - \sqrt{x} + \sqrt{y} = 0 \\ \sqrt{x} + \sqrt{y} = 5 \end{cases}$$

10. A ladder whose foot rests in a given position just reaches a window on one side of a street, and when turned about its foot just reaches a window on the other side. If the two positions of the ladder be at right angles to each other, and the height of the windows be 36 ft. and 27 ft. respectively, find the width of the street and the length of the ladder.

### HISTORY OF EDUCATION.

1. Give a brief account of the work of Horace Mann. 2. Give a general outline of the principles of Froebel. 3. What is meant by the Renaissance? Name three educators of this period. 4. Explain the terms, humanism, and humanities and humanists. 5. Give a brief sketch of Dr. Thomas Arnold and his work. 6. Name three benefits of scholasticism. 7. What facts or teachings render the following worthy of mention in a history of education: Comenius, Herbert Spencer, Thomas Jefferson, Montaigne, Locke? 8. Give a brief account of the principles and teachings of Pestalozzi.

## ASTRONOMY.

1. Mention three men who have added largely to the science of astronomy, and tell for what each is especially noted. 2. Define asteroid, aerolite, sidereal year, zodiac, Metonic cycle. 3. Explain by the aid of a drawing the phases of the moon. 4. Describe a simple method of determining the latitude of a place. 5. Assuming that the sun's declination is  $12^{\circ}$  south, find the meridian altitude of the sun at a place whose latitude is  $40^{\circ}$  north. 6. Describe meteors as to appearance and physical constitution. State a theory to account for the origin of meteors. 7. Describe one of the following constellations as to outline, principal stars, and mythological history: Andromeda, Leo, Cassiopeia. 8. Describe the equipment of an astronomical observatory.

## THEORY AND PRACTICE.

1. Are you a member of the O. T. R. C.? Name the books in the course for 1906-07. 2. When may a teacher claim to be professional? 3. Name the professional books in our library. Which of these have you read? 4. Give a brief review of one of them. 5. Name five characters mentioned in Quick's Educational Reformers. 6. Write a biographical sketch on the character whom you regard as the greatest factor in educational reform. 7. Discuss, Should pupils be taught in groups or individually? 8. Contrast oral instruction with book study in, (a) the Primary department, (b) the Grammar department, (c) the High school. 9. Name a few pedagogical principles on which you base your work as a teacher. 10. Illustrate each: observation before reasoning, from the known to the related unknown, from the particular to the general, processes before rules, facts before principles and definitions.

## CIVIL GOVERNMENT.

1. Give in detail the processes involved in making a treaty with a foreign country. 2. Enumerate six sole powers of the president. 3. Write not less than 100 words on the powers and duties of the governor of Ohio. 4. What does the constitution of Ohio say about crime? About punishment? The Federal constitution. 5. What industrial schools, reformatories and asylums are supported in this state? Locate each. 6. Give the substance of five educational bills passed by the 77th General Assem-

bly. 7. What does the constitution of this state say about corporations? About trusts? Has Ohio an anti-trust law; if so, has it accomplished its purpose? 8. Under what authority are elections held? To what extent has the federal government authority over them? 9. Mention five recommendations made by the president in his last message. 10. Name President Roosevelt's new cabinet.

## UNITED STATES HISTORY.

1 to 10. Discuss, in order, the leading event under each administration.

## PSYCHOLOGY.

1. Define imagination, phantasy and memory. Show how they differ. 2. How do Herbart and Kant differ in their theories? 3. Show how a knowledge of psychology may be of practical value to a teacher. 4. What is instinct? What is intuition? Explain each. 5. How are mental processes affected by the condition of the body? Why? 6. Is all knowledge obtained through the senses? Explain. 7. Make a drawing to show the structure of the brain. As far as you can indicate the function of each part. 8. Define percept, concept, and ideomotor action. Illustrate. 9. How is the idea of space acquired? 10. Explain the formation of habit—relation to brain matter and nerve centers.

## PHYSICAL CULTURE.

1. Give a brief outline of the system of Physical Culture you teach. 2. Name the other leading systems of Physical Culture and state why you think the system you teach is better than the others. 3. Give four reasons why Physical Culture should be taught in Public Schools. 4. State the length of time you would give to this subject in each grade. 5. Do you include Basket Ball, Base Ball and Foot Ball under the head of Physical Education required in Public Schools? Why? 6. Show the relation of the physical to the mental in school work.

## ENGLISH LITERATURE.

1. Make a comparison between the poetry of Tennyson and Robert Browning. 2. Name five prominent American historians with their leading works. 3. Give a brief account of the development of the English drama. 4. Describe the Elizabethan Age in English Literature. 5. Give the main characteristics of the style of T. B. Macaulay, of James



A. Froude, of Charles Dickens. 6. Who wrote *Utoupiia*? Silas Marner? To a Skylark? The Princess? The Great Stone Face? Sesame and Lilies? The Last of the Mohicans? Hail Columbia? A Century of Dishonor? 7. Name one leading literary work of each of the following writers: Thomas Carlyle, Oliver Goldsmith, John G. Whittier, Addison, Shelley, Lowell, Gibbon, Bacon, Milton. 8. Compare Wordsworth and Bryant as poets. 9. Name five leading American writers among the women and five British writers among the women and a work of each. 10. Name the characteristics of Robert Burns as a writer. Who were the leading cotemporaries of Burns?

# UNIFORM QUESTIONS FOR DECEMBER

## GRAMMAR.

- 1 Build thee more stately mansions, O my soul,
- 2 As the swift seasons roll!
- 3 Leave thy low-vaulted past!
- 4 Let each new temple, nobler than the last,
- 5 Shut thee from heaven with a dome more vast,
- 6 Till thou at length art free,
- 7 Leaving thine outgrown shell by life's unresting sea!

*Oliver Wendell Holmes.*

The first six questions refer to the selection given above. 1. Name all the parts of speech in the English language, and, in the above selection, locate one example of each. -2. Compare all of the descriptive adjectives. 3. Locate, as to mood, tense and form, all of the verbs. 4. Find one example each of the following classes of elements: independent, adverbial phrase, adverbial clause. 5-6. Parse: thee (1); soul (1); as (2); last (4); till (6); leaving (7). 7-8. Define a conjunctive adverb; write two sentences containing conjunctive adverbs; make a list of ten conjunctive adverbs. 9. Write *all* the participles of bid (to command), lie (to recline), and blow. 10. State two arguments for, and two against, the use of diagrams in the analysis of sentences.

## THEORY AND PRACTICE.

The first five questions are based upon *Rational Living* by Henry C. King. 1. Show that asceticism is based upon unsound principles of life. 2. What does King say of the place and value of "drudgery" in human life and work? 3.

Describe Mosso's experiments and tell what they prove. 4. Explain the interrelation of attention, self-control, and nervous energy. 5. State five physical conditions upon which the possession of surplus nervous energy depends. 6. State what methods you would adopt to secure regular and punctual attendance, in a school deficient in these respects. 7. What is the object of discipline? 8. How would you lay a foundation for the love of literature, in the minds of pupils in the second and third grades? 9. What should be the teacher's attitude and duties toward the community in which he is employed? 10. State briefly what each of the following has done for the cause of education in America: Mary Lyon; Horace Mann.

## ARITHMETIC.

1. Divide 9,9976 by .042 and prove your work by multiplication. 2. Find the least common multiple of 8.5, 19 $\frac{1}{2}$ , and  $\frac{3}{4}$ . 3. Define simple, compound and partitive proportion. Illustrate each. 4. Extract the cube root of .0000001. 5. Complete the following rule and write and solve a problem that illustrates it: The areas of similar surfaces are to each other as..... 6. I offered cattle for sale at 25% above cost, but was obliged to drop to 14%, thereby gaining \$170. What did the cattle cost? What did I offer them for? What did I sell them for? 7. Find the interest and amount of \$8000 for two years at 4 $\frac{1}{2}$ %, interest payable annually. 8. Distinguish between a compound and a denominate number; between interest and discount. 9. A cylindrical vessel is 6 feet in diameter; how deep must it be to contain 100 bbl. of water? 10. Find the prime factors of 1226, 1938 and 2346. Indicate which of these must be combined to produce the greatest common divisor of the numbers; the least common multiple of the numbers.

## ORTHOGRAPHY.

1. What is phonetic spelling? Name two arguments in favor of it and two arguments against it. 2. Define and illustrate: derivative word; trisyllable; affix. 3. Name two expressions for which each of the following abbreviations stands: St., D. C., Sec., A. M., M. 4. Indicate the correct pronunciation (accent, diacritics and syllabification) of the following words: seive, wainscot, Arab, naught, tirade. 5. Explain the

difference in meaning between the prepositions in the following pairs: among—between; beneath—below; across—through. 6. Write the following: Inventor, equipage, deify, spacious, mottoes, souvenir, deluded, obeisance, socialism, donkeys, lovable doggerel, numerator, cantos, employee, doleful transmitted, tongue-tied, enamel, harass, bisector, official, shoulder blade, Manhattan, rancor.

### U. S. HISTORY INCLUDING CIVIL GOVERNMENT.

1. What was the English plan of colonial government as exemplified in America? 2. Locate at least three permanent settlements founded in Ohio prior to 1800. 3. Name the treaty which closed the Revolution and state some of its provisions. 4. Explain in full the qualifications and method of electing United States senators. 5. Make a table of the presidents of the United States from 1836 to 1860, indicating the political party to which each belonged. 6. What was the Compromise of 1850? Name some northern statesmen who were opposed to it. 7. How many amendments have been made to the United States constitution since the Civil War? Give briefly the purpose of each. 8. What was the last important Indian outbreak with which the United States has had to deal? What famous general was killed in this outbreak? 9. Discuss the presidential election of 1876 under the following heads: (a) Why Grant failed to receive the Republican nomination? (b) Chief issue of the campaign. (c) Contest of the election returns. 10. Mention one office which Theodore Roosevelt has held in city, state and national politics.

### GEOGRAPHY.

1. Define commercial geography. How much of the time allotted to geographical instruction would you devote to it? 2. How would you teach to a class of beginners the relations which the earth bears to the other planets? 3. Locate three arid regions of the western United States, and tell what means have been employed to render them fertile. 4. How do German manufactures compare with those of the United States? Of what articles do German manufactures largely consist? 5. What city do you consider to be the chief railroad center of Ohio? Why? 6. Mention ten seaports of South America and opposite each, write

the name of the country in which it is situated. 7. Where are the zones of the trade winds? What climatic conditions usually prevail in these zones? 8. Name three French dependencies and one French penal colony. 9. Discuss the nature and extent of the mineral resources of Belgium; of England. 10. Explain the cause and manner of United States intervention in Cuba in the fall of 1906.

### LITERATURE.

1. Give the approximate dates and state the character of American literature of the Revolutionary period. 2. State the period and nature of the following publications and name one famous editor of each: Spectator, Liberator, Atlantic Monthly. 3. Discuss either Evangeline or Hiawatha as to (1) time in the author's life when written; (2) subject matter; (3) meter; (4) reasons for popularity. 4. Do you consider King Lear or Macbeth the greater tragedy? Why? 5. Mention two English books which have been written about American manners and customs; one American book written about English manners and customs. 6. Discuss Bryant's life and character, and show how his temperament influenced his poetry. 7. Who wrote My Study Windows; The Chambered Nautilus; Daniel Deronda; The Vision of Sir Launfal; The Faery Queen; Rob Roy? 8. Give two reasons why every American should be familiar with the life and works of William Dean Howells. What one of his works is autobiographical?

### PHYSIOLOGY.

1. Describe a cross section of the femur. 2. Give an account of the arterial circulation. 3. Name three organs that serve as scavengers and tell how they carry off the waste material from the body. 4. What should be the function of all food? Classify foods according to the nourishing properties they furnish to the body. 5. Contrast the action of alcohol and water in the body. 6. Explain how the brain and spinal cord are protected. 7. In the eye, state the function of each of the following: Chordoid coat; crystalline lens; iris. 8. Why is warm food easier to digest than cold food? 9. What is the normal temperature of the body? What sort of clothing affords the body the best protection in winter? 10. What effect has alcohol upon the brain?

# THE OHIO EDUCATIONAL MONTHLY

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## MY CAPTAIN.

O Captain! my Captain! our fearful trip is done,  
The ship has weathered every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;

But O heart! heart! heart!

O the bleeding drops of red,

Where on the deck my Captain lies,

Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
Rise up — for you the flag is flung — for you the bugle trills,  
For you bouquets and ribbon'd wreaths — for you the shores a-crowding,  
For you they call, the swaying mass, their eager faces turning;

Here, Captain! dear father!

This arm beneath your head!

It is some dream — that on the deck

You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchored safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;

Exult, O shores! and ring, O bells!

But I, with mournful tread,

Walk the deck my Captain lies,

Fallen cold and dead.

*Walt Whitman.*

## RURAL SCHOOL SUPERVISION.

BY HERMAN S. PIATT, COSHOCTON.

The function of supervision is peculiar to American schools. The nearest approximation to the American superintendent in European countries is the school inspector, who as a rule, is responsible to the central government, and whose methods and labors are very similar to those of our high school inspector with reference to the high schools.

That the widespread and effective practice of expert supervision has been one of the strongest factors in bringing American schools to their present high grade of efficiency can not be doubted. So thoroughly can a strong supervisor impress his personality and ideals upon a body of schools that the phrase, as is the superintendent so are the schools, carries considerable more than a half truth.

The cities were the first to recognize the educational value of expert supervision. As early as 1837 a superintendent of schools was appointed for one of the eastern cities, and the example was rapidly followed by others.

If the need has been found for expert professional supervision of the work of teachers in the cities, what shall we say of the same need of their less fortunate professional brethren of the isolated districts.

That they are less fortunately situated professionally needs no argument. The higher salaries of the cities make possible a more discriminating selection of candidates at the beginning. This carries with it, if not a guarantee, at least a strong

probability of better initial preparation. The same higher salaries make possible and more probable continued efforts at professional advancement. The environment of the cities offers larger opportunities for the acquirement and enhancement of that general culture, which is so large a factor in that vital element of the teacher's strength — personality. The large graded system offers greater latitude for material advancement and consequently, greater incentive to professional growth.

All these things, together with the more permanent tenure of the cities, make for the development of a professional attitude in the teacher toward her work. No one at all familiar with general school conditions needs to be told that these conditions are conspicuously lacking in the rural schools. There the average professional life of the teacher is probably less than two years. The Alpine height of the rural pupil's scholarly ambition is apt to be the county certificate. This it is that determines course of study, methods and length of attendance. Pupils not having in view this *summum bonum* are nevertheless expected to fall in line with those who do, partly as a matter of convenience to the school and partly because the certificate has come to represent in rural communities the ideal of a complete liberal education. Having arrived at the age of eighteen years and obtained the coveted certificate, the happy conqueror forthwith turns to the scenes of his early toils and recent triumphs and pro-

ceeds to guide others a little younger than himself over the same rocky and tortuous path to victory. And so the dreary round goes on. Could human ingenuity devise a better scheme for converting the education of the human soul into a lifeless mechanical grind and examination cram?

Fully one-third of the boys and girls of the United States, who in a few years are to hold in their hand the destinies of the republic, are educated in the rural schools. If no other consideration but the safety and welfare of our country weighed in the problem, that alone should be sufficient to make us solicitous in regard to the efficiency of the rural school. But aside from that there is a growing conviction that democracy has not done its perfect work unless not only the opportunities for success in breadwinning occupations are equal and open to all adults, but that the education necessary to success in those occupations is likewise equal and open to all children, and that the opportunities for education should not be less to the boy who happens to be born on a farm than to the one whose first view of the world is cut off by a skyscraper.

Growing out of these convictions has come to some extent supervision for rural as well as city schools. Naturally, since the county furnished a convenient political and administrative unit, it embodied itself first in the county superintendent. Although not always called by that name, almost without exception those states which have undertaken to supply supervision for their rural schools have established one official in each county and entrusted him with those duties and responsibilities.

The most prominent duties are the certification of teachers, the visitation of the schools, and the holding of in-

stitutes. These duties are usually specifically laid down and for the rest the incumbents are enjoined to do whatever their hands find to do that will enhance the interests of their schools and teachers. If their specific duties are conscientiously performed, their hands have little occasion to seek out new and strange forms of employment.

Some effort at township supervision has been made, and this is the form of rural supervision we are most familiar with in Ohio.

Each plan, considered by itself, has its advantages and its disadvantages. Where the schools of a county are placed under the supervision of one man, it is possible to pay a salary sufficient to command a high degree of professional skill. In states where this system prevails the salaries compare favorably with those of the city superintendent at the county seats. This advantage, however is very largely offset by the fact that the position is usually filled by popular election. This means that the incumbent must be a local man and not every county has a man big enough for the place who would be willing to trust his professional future to the tender mercies of the starving wolves of the political arena. In some states the county superintendent is selected by a county board of education, very much in the same way as the city superintendent is selected. I have no direct knowledge of the workings of this plan, but it seems to me much to be preferred to popular election.

If the county superintendency were established in Ohio at this time it would almost certainly be an elective office with a two-year term. I find also that there is a very strong tradition in Ohio local politics which decrees that two terms are about

right for any public official, apparently on the theory that at the end of that time he is either rich enough to retire from active labor, or that he has sacrificed himself sufficiently to the common good and should open the way for other patriots to immolate themselves upon the altar. It would be interesting to know how any considerable private business would thrive under this system of rotating employes, but, as Kipling would remark, that is another story. How the schools would thrive if the people selected a new head every two or four years from among the male teachers of the county who happened to belong to the prevailing political party, may be left to the imagination.

It is only fair to say that I believe that as the system continues the tendency is more and more in the direction of selecting the county superintendent for educational rather than for narrow political reasons and to continue him in the office during good behavior. I am somewhat familiar with the plan as it works in Illinois. At the time I left there about sixty per cent. of the county superintendents were first of all educators, and only secondarily politicians. In the county where I lived the superintendent was a thorough going school man, and had been re-elected term after term since the memory of man ran not to the contrary. The county schools compared very favorably with the town schools of like grade.

But assuming that the county superintendency could be filled by an able school man and taken out from the rule of politics, there are other difficulties. The average city superintendent who gives his whole time to supervision has under him from thirty to a hundred teachers. He

has the assistance of supervisors in the special subjects. His school rooms are grouped and easily accessible. The county superintendent in Ohio today would have an average probably of more than two hundred and fifty teachers, mostly in single room schoolhouses, situated at long intervals apart, and with the distance materially increased in many parts of the state by ranges of hills which the architect of the universe has distributed over the surface, apparently without any view whatever to the convenience of future inspectors of rural schools. It is thus not a theory but a condition that confronts us. It is a question of horse power, of hours, of human endurance and of mathematics. He could scarcely count on visiting more than two schools a day. Taking accounts of holidays, examination days, special days, etc., the average number of days when he would be able to observe the school in its ordinary working clothes is probably not more than one hundred and fifty in a year in the rural school. If he gave all his time to visiting he could hardly hope to get into each school room more than once in a year. With all other conditions as favorable as they could possibly be made, what would such supervision be worth?

But obviously he could not give all his time to visiting. Even the city superintendent, under circumstances much more favorable, comes very far from doing that. The county superintendent should have sole charge of the work of certificating teachers. Even with adequate clerical assistance, which as a matter of fact, he would not be likely to have, this would be an immense time-consuming task. Then the duty of organizing and holding institutes should be his. And by this I mean not only the general annual institute, but local

gatherings for professional advancement held in different parts of the county during the course of the school year. Everyone who has had experience of these things knows that they mean much more time than that actually taken up by the meetings. Then he would or should have similar work among boards of education and local school authorities. He should also devise, organize and set in operation instrumentalities for developing and advancing enlightened public sentiment in matters of education among the people of the various communities in his territory. He must be prepared to advise as to textbooks, school buildings, apparatus, course of study, etc. Indeed, not the least of his duties should be to organize and put into effect adequate courses of study in his schools. The fact is, the job is simply too big for one poor human brain and one pair of frail hands, at any rate, as long as the earth persists in its present determination to turn once on its axis every twenty-four hours.

Reverting again, with your permission, to personal experience, I will say that in Illinois where the natural conditions appear to me much more favorable, where the county is laid out like a checker board, with roads adhering religiously to section lines and a little white school house on every second corner, and where an elevation higher than a man's head is looked upon as a wonder of nature, I taught a rural school for two years, without the county superintendent ever illuminating my doors with his presence. And he was a good man who gave himself to his duties conscientiously and faithfully. What is such supervision worth?

The plan of township supervision avoids the most conspicuous of the difficulties just discussed. The num-

ber of schools in the township will average probably ten or twelve. A moment's reflection, however, will show that here we plunge at once to the opposite extreme. I do not at this time refer to the fact that the optional clause in the present Ohio township supervision law renders it almost worthless. Even if the supervision were mandatory, I believe it would still fall far short of accomplishing in practice what the best friends of the rural schools desire to see accomplished in the way of supervision. Again it is a condition, not a theory, with which we have to deal. It is simply impossible for the single township to employ a person of high educational efficiency to give his whole time to the supervision of the schools. The result is that where there is supervision at all it is carried on by one of the more experienced teachers in one of the better schools of the township, who snatches what time he can from his regular duties to give to the other schools of his territory.

Even at that, he can do little more than advise, and everyone knows that in the matter of advice it is far more blessed to give than to receive. I have myself heard a teacher of good standing publically announce in teachers' gatherings that he would not give the slightest attention to the suggestions of a township superintendent, if they happened to depart from his own ideas of good educational practice. Not all teachers are so frank as this, but I have something more than a suspicion that the attitude expressed above is not unique or unusual. The township superintendent appears to me to have no power to give effectiveness to his supervision. He confronts the teacher neither on examination day nor upon appointment evening. His

position is somewhat that of the maiden aunt of the family, who possesses every requisite for the proper bringing up of the children except the single one of being the one who brings them up. He is looked upon by the teacher as the maiden aunt is looked upon by the parent, as an amiable and harmless individual with curious notions about things, whose offerings in the way of advice and suggestions are to be received with respect and politely disregarded. But aside from this it narrows itself down to a cold and brutal question of money. Teachers are in the market of the world with a product to sell, just as all other persons who have a living to make, and such being the case, are subject to all the vicissitudes and fluctuations of that market. Idealize our profession as well as we will, these are the bald, brutal facts. And with all respect to the many efficient and high-minded persons who are now serving as township superintendents in the state of Ohio, I submit to your candid and disinterested consideration, the statement that seventy-five to one hundred dollars a month will not purchase as much as one hundred and fifty to two hundred dollars a month in the educational market any more than in any other market.

Since the objections to the two forms of supervision just discussed seem to arise out of two extremes of conditions which surround them, the suggestion naturally presents itself that the solution lies somewhere between these two extremes, or is found in some form of compromise between them.

Before seeking this medium or compromise, let us sketch briefly the necessary conditions of effective supervision.

In the first place, any law estab-

lishing supervision must be mandatory. With all our boasted esteem for popular education, the average American tax payer is not lured by propositions looking to the spending of money for it. He believes in schools, but a school to him is a large brick building or a small wooden building supplied with desks. True, there must be a teacher to see that the desks are not whittled into a condition demanding replacement too frequently, but beyond that his imagination scarcely reaches. It takes him into the tenuous and unfamiliar region of fads, a fad being anything he is not used to. Consequently, outside of a few favored regions, the taxpayer must have the stimulus of a state law before he can bring himself to employ a high-salaried individual to stand around and do nothing, this being the popular idea of a superintendent.

Next, the plan should carry a salary sufficient to command a high grade of administrative talent. Just how high must necessarily vary with the community and the tax duplicate. It seems to me the chief supervisory officer of any rural educational territory should be equal in experience, training and talent to the chief supervisory officer of the largest urban group in that territory. If a county superintendent, for instance, he should be the equal in all respects of the superintendent at the county seat or the largest town in the county. This standard is not suggested by egotism because I happen to be superintendent of schools at a county seat, but on the general principle, which I believe to be incontrovertible, that in this great American democracy the rural child has the same educational right as the urban child.

Third, the supervisor should have some more tangible means than mere



personal magnetism to make the supervision effective. Either the certifying power, or the initiative in appointment, or both, should be in the hands of the rural superintendent, as it now is in those of the urban superintendent.

Fourth, the size of the territory included in the administrative unit should be large enough to utilize all of the time of one man, but not so large that one man can not give effective supervision to it all. This is really the vital consideration after all, and it furnishes the problem whose solution offers the most difficulties.

Neither the county superintendency, nor the township superintendency as now constituted in our own state, meets these conditions. Each meets some of them and fails to meet others. They seem to supplement each other in that just at the points where one seems to be weak the other appears strong. Solution of the general problem, as before suggested, would seem to lie along the line of combining the two plans in such a way as to retain the strong points of both.

The subject assigned for this paper on the program suggests one form of compromise. Mandatory county supervision with township superintendents as assistants is a scheme evidently modeled upon the school organization of large cities, where there is a general superintendent assisted by principals in the various buildings. The model does not appear to me to be happily selected. It is another case of the rural schools aping the machinery of the city schools, without regard to their own circumstances and conditions. In the cities the principals give their time to supervision. Within their own

schools they are practically superintendents. The superintendent exercises only the most general control, and in many cases is hardly more than a high salaried clerk to the board of education. In the organization proposed, the township superintendents could not give any more time to supervision than they do at present. The county superintendent would be as helpless in this respect as he is in other states. Thus the very vital need would be missed—direct, personal supervision of each individual school by an expert educator.

Besides, there are still the practical considerations. No legislature would dare to put a law on the statute books requiring both county and township superintendents. The sensitive taxpayer is not ready for that yet. We simply couldn't get it even if we wanted it.

It seems to me the problem can be solved far more satisfactorily by making township supervision mandatory, at the same time making provision for two or more townships to combine for supervisory purposes. The minimum and maximum number of schools which could be included in any one administrative unit might well be fixed by law, and the minimum salary to be paid the supervisor giving his whole time to supervision might also be fixed.

I can see no plan which meets so many of the needs of effective supervision and at the same time avoids so many of the difficulties, both theoretical and practical.

It is elastic. It works no hardship upon the weak districts. This is the chief stumbling block to be overcome by those advocating any form of mandatory supervision. It avoids too large or too small admin-

istrative units by allowing conditions to determine the size. It makes possible the direct supervision of the individual school by a high-grade expert, giving all of his energies to the work. It is the most feasible, from the practical point of view. It is the one most easy to carry through the legislature, for its elasticity and practicability disarm most of the argu-

ments which can be brought against other forms of supervision.

Substantially this plan is in operation today in the state of Massachusetts, the foremost educational state of the union. This in itself should be sufficient to give it at least a serious consideration by those interested in advanced educational legislation for Ohio.

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## THE HIGHER END OF NATURE STUDY.

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BY GEORGE SPRAU, ZANESVILLE.

The burden of stress in education has been with the intellect. Teaching has confined itself more especially to facts and the acquiring of knowledge. It seems that the question has been,—What does one know, rather than,—What is he? What is his life? In a large measure schools and school work have been organized with this particular end in view. Teachers are rigidly examined as to their scholastic attainments, and with knowledge as the fundamental qualification—perhaps the only one—they are licensed to teach. Courses of study and programs have been arranged almost exclusively in accordance with the same ideal; and even in classroom and recitation we often look in vain for some influence and purpose other than intellect and knowledge. This one power of the soul seems to have been so unduly emphasized that to some educators it stands for almost the whole man, and all other powers are, in a sense, sacrificed to its advantage. Some wise men even go so far as to instruct us that getting an education is nothing more than thinking and learning to think. Thinking

is nothing more than forming judgments about facts and reasoning from these judgments. This is a very important phase of education; but it should not become all of it. We are beginning to see more and more clearly that to make men wise does not always make them what they should be. Facts alone cannot make men noble; neither can they make them refined. Knowledge is not the end of life, and that education is insufficient which stops with this alone.

Man is a complex being; his powers are various; the center of his consciousness may be touched in different ways; his life is a process of giving and receiving; and to make his vital consciousness of power and activity richer and fuller in every phase of experience is the end of education. It is from this point of view that I am led to believe that the higher emotions of man have never been given the place and attention in education that belong to them. Feeling is at once the background and setting of all the functionings of the soul; it is the original source of every inclination, activity,

and habit. All of the higher institutions of society have their origin in emotion. The family, the church, the community, and the state are the enduring monuments of what man feels and has felt in the world. They speak to us of passion, of reverence, of sympathy. Knowledge and reason have aided wonderfully in the manner and means of expression; but the final cause of inspiration and effort is not intellect, for before man knows and acts he feels. This fundamental power of the human soul cannot be ignored in any effort to increase its life, for, "out of the heart are the issues of life."

To increase men's knowledge is a necessary and noble purpose of education, but when it has done this its whole work is not finished. To make men wise without at the same time making them truly refined is only to increase the possibility and ease of vice and crime. Feeling leads to action; every means of knowledge and power is utilized for the expression and gratification of the heart. To know God is wisdom; to love and revere Him is religion and life. To know that salvation is possible does not always save. To know all the facts of nature and the world around us may not always open our eyes to the beauties of natural phenomena nor heighten our appreciation of their spirit and soul. Something more than knowledge must come from education. Feeling and imagination must have their part, or the whole scheme will necessarily fail in its ultimate aim and purpose.

But some one may ask: Is it not true that increasing knowledge and developing reason cannot go on without at the same time cultivating and refining imagination and feeling? All this may be true; but if it is sometimes the result or partial re-

sult, is it not in spite of our educational efforts rather than because of them? Feeling is natural to men and cannot be eliminated from their experiences. Whatever they do is accompanied by feeling, and mere chance may so call it into play as to accomplish a favorable development. But what have our schools been doing for the direct purpose of emotional culture and of deepening appreciation of the better things in life? I cannot help but feel that we have not been giving as much attention to refinement of feeling as its importance in life demands.

The changes that are being made and that have been made in the curriculum during quite recent years are doing much to facilitate opportunity for emotional culture. Influences are being brought into school life that appeal directly to the aesthetic sense and call the artistic powers into activity. Not many years ago literature in its narrower sense was thought of as a luxury for the few who have abundant leisure but lack virility.<sup>1</sup> To give it a place and a teacher in the public schools would have been considered a waste of time and money. It is not practical; does not help men make a living, but has a tendency to make them dreamers; therefore it must not be fooled with. However, we are beginning to realize that the apparently impractical is often the most seriously practical, and that making a living means more than supplying food, clothing and shelter. A man's soul cannot be estimated from the size of the house he lives in, neither can his riches of thought and appreciation be calculated from his weekly accounts with the grocer and butcher. Living is the end of life; and whatever will enhance and intensify its manifold experiences is practical. So we have

let this ungradable influence establish itself in our schools and are beginning to learn how to use its subtle power. But with nature study, whose artistic side is closely related to literature in purpose, many are still at war, and perhaps most of us are only tentatively feeling our way toward the most effectual means and method of its use and adaptation.

It is not my purpose to offer any adverse criticism on the scientific phase of nature study. This work is necessary and highly to be commended; but I cannot persuade myself that it covers the whole field of what nature study, or perhaps better, nature culture, should include, nor even the most important part. Science deals with facts and the classification of facts. Its appeal is to the intellect; its end is exact knowledge; and when we limit nature study to elementary science, we only strengthen educational forces where they are strong already. But it is to the artistic phase of nature work that I wish to call attention; to the stimulation of feeling and imagination that leads to richer and fuller appreciation. Most of us know too little about birds and trees and flowers. If possible, we should leave nothing undone that will increase our knowledge of natural history. But is it not true that we know already or have the means of knowing vastly more than we appreciate and enjoy? The name of a bird and a knowledge of its habits does not always make its song sweeter nor our attitude toward it more sympathetic and refined. To know the parts of a flower and its place in a catalogue of plants will not always make its odor more fragrant nor inspire a purer reverence for its simple grace and beauty. And yet, nature study should do this. Brown-ing tells us that:

"There is a world of capability  
For joy, spread round about us,  
meant for us;  
Inviting us."

Nature study should aim to develop in us the artistic power and ability to enter into the fullest appreciation of this joy. I am sure Portia was right when she said, "It is easier to tell ten men what were good to be done, than to be one of the ten to follow my own teaching." It is difficult to formulate any method by which all may hope to bring about a common result; but I believe the higher ends of nature study will never be realized until the poetic method of living acquaintance is added to that of scientific experiment. If we would get artistic experience and culture from the world around us, we must sit at the feet of them who have had this refinement in the highest degree and learn from them the sure method.

It has always seemed to me that the poet has done more for the interpretation of nature than the scientist; and yet few poets have had much real scientific training. Their attitude toward the outside world is one of friendly companionship and appreciation rather than one of study. They lived with nature; became intimately acquainted with her; entered into her life; understood and interpreted her varying moods. Lanier tells us that for him a walk in the woods meant life, not study. Every leaf bred a poem and his spirit forgot self in the deep reverence inspired by the songs and silences of a larger life. Even the broad, dreary marshes of Glynn had a charm to call back his spirit into the presence of God, and a power to suggest new meanings for old and familiar truths. Wordsworth tells us that he owed his

subtle power of interpreting nature to the influence of living close to her. He spent his youthful days like a naked savage, wild among the fields and woods. Birds, trees, and flowers were known and named through familiar companionship, and the soul of everything was vitalized by kinship with his own. His attitude was never one of study, but freely giving himself up to imagination and the hypnotic influence of the great world-soul.

"Sweet is the love which Nature brings;  
Our meddling intellect  
Mis-shapes the beauteous forms of things;  
We murder to dissect.  
Enough of Science and of Art;  
Close up those barren leaves;  
Come forth, and bring with you a heart  
That watches and receives."

Then, too, we cannot ignore the larger elements in nature if we would work into our lives the deeper meanings of her revelation. The broad landscapes of plains and hills, of mountain and river and sky will reveal their secrets to us only when we bow down and listen for their silent messages. The chosen people of God heard Him speak in the whirlwind and from the burning bush; His laws came down to them from the mountains written on tablets of stone; the scene of His transfiguration was laid among the lonely hills. They followed His presence in pillars of fire and cloud; they gathered His manna from the dry and desert plains. But have we lost the eye to use, or is it only that we neglect to cultivate the power to feel the presence of divinity in the world around us, and understand the meaning of what it reveals?

No, we have not gone far enough when we have learned the secrets of the material form of things; we must also grasp something of their spiritual significance and soul. The Psalmist says, "I will lift up mine eyes unto the hills, from whence cometh my help." Not that he would learn facts that come with study, but that he might drink from that larger fountain of wisdom freely poured out for man from the soul and spirit of nature and of nature's God. Ruskin tells us that, "It is a strange thing how little in general people know about the sky. It is the part of creation in which nature has done more for the sake of pleasing man and more for the sake and evident purpose of talking to him, and teaching him, than in any other of her works, and it is just the part in which we least attend to her."

So I cannot help believing that the higher end of nature study must be sought through its artistic phase that appeals directly to the emotions, and has for its aim their cultivation and refinement in purer appreciation. It cannot be realized through the study of books or mere accumulation of facts; but by freely giving one's self up to imagination and intimate companionship with nature and her ways. Inspiration is not the slave of our bidding, but comes at its own time, in its own way, we know not when nor how. Go out among the fields and woods; leave the spirit free to wander, and keep the mind open to the suggestions that may come from the rustle of the leaves, from the songs of birds, and from the modest beauty and innocence of wild flowers. And the larger elements of nature, too, have messages for us. The rivers and mountains; the landscape of field-planted plains; the sky with its clouds and shadows, with its ever

changing pictures of sunrise and sunset; the peace of twilight and dawn; night with its rest, its darkness and stars—all these have created an atmosphere of sublimity that inspires reverence and lifts the soul upward. In their presence the heart is purified while the spirit communes with God. A higher pantheism and worship is born that still finds God in His works, and nature permeated with His divinity. Ruskin says, "This nature-worship will be found to bring with it such a sense

of the presence and power of a Great Spirit as no mere reasoning can either induce or controvert; and where this nature-worship is innocently pursued—i. e., with due respect to all other claims on time, feeling, and exertion, and associated with the higher principles of religion; it becomes the channel of certain sacred truths, which by no other means can be conveyed." All this we have a right to ask from nature study, and to expect as the reasonable result of its highest purpose and use..

## A FARMER'S FURTHER VIEWS OF SCHOOL MATTERS.

BY HARVEY P. SKINNER, MIDDLEPORT.

Many moons ago there appeared in this journal a communication from the present writer entitled, "A Farmer's Views of Some School Matters." The editor seemed to think that "views" can be made to order for no sooner had the blood of those views completed the circulation of the educational world than I received a letter from him containing a nice little bit of taffy and asking for more views. But views, like some other things we have heard of are born, not made, and now after the necessary period of growth and development another collection of views is ready for delivery to a waiting world.

Twenty-nine years ago this winter I taught my first school and I had a plenty to do. Well do I remember my transition from theory to practice. It had never occurred to me but that I would have plenty of time to do every thing I wanted to. The thoroughness with which I was going to drill those children in every branch was a thing of beauty, but

Oh, what a difference in the evening! Many things slightly done, but nothing thoroughly or satisfactorily. But it seemed fairly satisfactory to the powers, for when my contract expired I received an offer of re-employment at advanced wages. Since then there has been added to the curriculum United States history and civil government, physiology and literature with nature study and elementary agriculture waiting their turn. What would I do now? Well, I suppose I would do proportionately worse than I did then, just as the rank and file are doing. I am quite sure that if I should attempt any very radical common sense change I should get myself into deeper trouble.

As teacher, I have long been out, but as parent I am in, having two children who are victims of the "system" and another awaiting the legal school age.

From these remarks one might infer that I am opposed to having these

many branches in the public schools, but I am not. I should like to see a few more added, including bookkeeping, political economy, domestic science, manual training and a number of the natural sciences.

I hope at least to live long enough to see enough of them added to break down the present system of teaching and force a change to more rational methods. I feel that my children are not the victims of subjects, but rather of text books and recitations, and a general misconception of how most things ought to be taught. In fact it appears to me that most subjects ought not to be taught at all, but the child ought to be provided with the necessary equipment and then encouraged to learn. What we now call the teacher should become merely a guide or suggester. The teacher should not be expected to supply any definite amount of knowledge to the pupil. We must stop regarding the child as a vessel to be filled, but as an organism to be developed. And for this development we need many things and some conditions that we have not now, and above all we need to realize that no two children are alike and we are under no obligations to try to make similar beings out of any two of them, but that we are under obligations to provide the best possible conditions for the highest development of the peculiar talents of each.

To this end we need among other things, libraries and libraries different from those to be found in most schools. Think of trying to teach a child literature without giving him a chance to get acquainted with the best literature suited to his condition. And he, if properly circumstanced, will be the best judge of this. The best books of reference should be at his command and he should be

trained and encouraged in their use. But books should not be his only references. He should be encouraged by suggestions to go to nature, and he should be constantly encouraged to give expression to his acquisitions in ways useful and pleasurable to himself and his fellows.

He hopes that my children would get some things that the schools fail to supply. I have had them join the Grange. Here they get some practice in public reading and speaking, and some knowledge of parliamentary law. They get some practice in composition and have access to books that they would not otherwise get. I have also used all the influence I reasonably could to get our country teachers to join the Grange, as I think I can plainly see how it would put them in closer touch with the people among whom their work lies, and widen and intensify their circle of influence. I think many teachers make a great mistake in not mixing more with the public. While the teacher should not be a professional mixer and hand-shaker, he should above all be a citizen and take a citizen's part in public matters.

At two successive farmers' institutes in my township the principal of the village school was assigned a place on the program, but he failed without excuse to fill either. At a farmers' institute in my county this winter the teacher of the village school was asked to take some part with her pupils, but she flatly refused. Last year we had Prof. Graham of the State University come down to our farmers' institute, and we arranged also for the teachers of our township to dismiss school and attend that day without loss of pay if they saw fit. They were also asked

to discuss his addresses. Some never came near and those who did could not be induced to discuss his ideas.

All the above mentioned teachers according to my views, lost valuable opportunities.

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## A PLACE OF REAL INTEREST.

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BY ELIZABETH CHANEY, BLANCHESTER.

It was an humble little frame structure this country school-house in sub-district No. 3, but to the little folks who made daily visits to this curious knowledge-shop with its interesting surroundings, it was—next to home—the dearest spot on earth.

It seemed that the people of this neighborhood had worked in co-operation with the God of Nature in the selection and preparation of a place where the rising generation might obtain the fundamentals of a practical education.

The school-house stood in the center of a pleasant play-ground an acre and a half in extent. Several stalwart oaks, standing like native kings of the forest, furnished shade freely, to the score and a half of happy children who played beneath, and two great elms spread their protecting arms over the quaint little white building. The play-ground was rectangular in shape, bordered on the north and east by the public highway. On the two remaining sides was an old-fashioned rail fence which separated it from a beautiful woods of which it was once a part.

This woods was the property of a careful old farmer who had cleared away all the underbrush and used the place as a pasture for his sheep and horses. A short distance from the school-house in this woods, a spring of pure water issued from the

hill-side and formed a little brook, clear as crystal, which pursued its winding course through a ravine of its own making.

Some distance from the spring the stream dropped almost perpendicularly, a space of eight or ten feet, forming a pretty little water-fall. Here the projecting rocks and roots of trees divided and sub-divided the current of water till it looked as if the whole cataract was made up of mere pencil-like streamlets; in winter, the outer ones being so small in volume, often formed pendant icicles above and inverted projecting ones on the flat rocks beneath, bearing a striking resemblance, though on a small scale, to the stalactites and stalagmites in the great Caverns of Luray.

Below the falls the stream continued its meanderings through a wide and more nearly level valley. Here in its course the old farmer had dug a pool to furnish water for the sheep and horses.

The loving oaks, elms and maples which grew upon the banks seemed to hold the brook in a double embrace—the interlocking branches above and the intertwining roots beneath. The modest violet, blood-root and daffodil fringed the brink and allowed their heavy heads to droop and kiss the clear, cool water of the stream as it hurried past. Ever and anon,



the squirrels, birds and rabbits—meek creatures of the forest—came to the brook to drink or to view their own images in this the best of mirrors made by God's own hand.

This woodland picture is not complete without introducing into it the Woodland School.

The teacher of Woodland School was a womanly woman. She was above the average in height, had dark hair, large hazel eyes, and rosy cheeks—the picture alike of health, patience and firmness. She saw the beauty and harmony that exist in all of God's creations and instructed her little flock accordingly.

The kind old gentleman had given her permission to use the woods in any way she pleased while teaching the little folks, so on Friday afternoons in autumn, it was no uncommon sight to see this true teacher with all her little pupils crossing the woods to the valley beyond the pool. Here the little investigators constructed miniature islands, peninsulas, isthmuses, capes, gulfs, straits, archipelagoes, canals, etc., digging a new channel for a part of the ever-useful stream and allowing the water thereof to flow around their newly made "natural geography" as they were wont to call it.

The children were delighted with this fascinating occupation, and were pleased when the teacher came around to examine the individual work and to give the necessary commendations, criticism, or direction. As they trudged back to the school-house, she taught them the habits of the squirrels, birds, and other animals that they chanced to see. All gladly helped to gather the prettiest autumn leaves to decorate their little school home. They were sometimes fortunate enough to find an odd stone, or a curious nest such as had served

once as the home of hornets or orioles; these they added to their collection of curiosities in the "shop."

Nature's book is open for study at all seasons of the year, and on a cold day in December when the ground had a slight cover of snow, she again took her little ones to the woods. On their way they learned what sort of track is made in the snow by each of their furred friends, of the forest. They also noticed the bark of the different trees and the teacher told them how the Indian hunter knew how to find the way back to his wigwam.

This time they went first to the spring, where they stopped for a short time and all reasoned together to ascertain why the little spring was not frozen over. From here they followed the brook till they came to the little cataract, noting on their way with childish curiosity, the numerous varieties of pretty frost-work that was spread upon the stones or hung like little sparkling stars on the withered plants at the edges of the brook. They were filled with wonder and delight when they beheld the water-fall with its picturesque icicle formations, but were grieved to see, near the center of each pinnacle of ice, a dirty streak frozen there, with the pure, clear ice on either side; they eagerly inquired the cause of this imperfection.

The keen eye of the teacher saw, at once, that here was both material and opportunity for impressing upon their plastic minds a great moral lesson. She explained to them how some animal had gotten into the stream above the falls and had stirred up the water making it all muddy, then how the muddy water, trickling down over the clear icicles, had frozen there making the dirty streak,

and after the water became settled again the ice was clear as before but the dirty streak was there to stay till the icicles melted.

Having thus prepared the soil by answering their question truthfully, she was now ready to plant the abstract seed of truth therein.

With twenty-five pairs of bright eyes steadily gazing through her countenance into her very soul, she instilled into the natures of these

little ones the great truth, that the *character* of every child is pure and untarnished, like the icicle, until the child gives way to some evil thought, world, or action. These make the dirty streaks that can never be effaced, no matter how true and pure the after life may be.

With this picture before us we will leave these boys and girls here in the care of Dame Nature and their noble teacher.

## AGRICULTURE FOR ELEMENTARY SCHOOLS.

BY A. B. GRAHAM, COLUMBUS.

In the last series of experiments the physical conditions of the soil were taken up. So far we have learned that the soil particles must not be too large nor too small; that there must be film, or capillary water, but not free or gravity water; that there must be ventilation or free passage of air between the soil particles; and that sufficient heat must be retained in the soil; all that there may be favorable physical conditions for the sprouting of the seed, growth of the plant, and development of the fruit.

In other words all that has been said so far has been about a suitable home for the root of the plant. But a home without food would soon come to naught. From the air through the leaves the plant obtains principally those elements, carbon and oxygen which with hydrogen, obtained through the root, stem and leaf compose the starches and sugars and similar substances. From the soil is obtained water (hydrogen and oxygen), nitrogen, potash, phosphorus and calcium and a few minor

substances such as sulphur, magnesium, iron and silica.

These substances are never found alone but are components of compounds which we know as sugars, starches and fats (carbo-hydrates or carbonaceous foods) and albumenoids (proteids or nitrogenous foods).

Let us try a few simple experiments to determine which of these compounds are taken from the plant and used for foods by us.

*Experiment*—Most of us have seen sugar extracted from sorghum, beets, sugar water from the maple, or from sugar cane. Put three or four tablespoonfuls of sugar in a tumbler. Make a very stiff syrup of it by adding just a little water. Pour in sulphuric acid very slowly until the mixture begins to heat rapidly and to rise in the tumbler. Set it on a box or on an old board. The sulphuric acid and the free water and the water of crystalization in the sugar have passed off into the air leaving a black carbon which in the sugar was white.

This carbon will burn in our stoves.

just as coal will burn when furnished sufficient oxygen from the air that enters the stove. Carbon from sugar helps to keep up a heat in our bodies.

*Experiment*—Place a handful of wheat flour in a thin muslin bag. Place the bag and flour in a basin of clean water. With one hand hold the bag and with the other wash out all that can be got out. Allow this substance to settle. Carefully pour off the water. Set the basin where the water that remains will rapidly evaporate. Take a small piece of this white crust and place it in a small bottle with enough hot water to thoroughly moisten it. Drop into the bottle one drop of the tincture of iodine. If it turns blue the substance is starch.

Try some sulphuric acid on the starch and see if it doesn't behave quite like the sugar. Here is another food containing carbon. Starch is also a heat producer. Try grated raw potatoes.

But the soft substance left in the sack is gluten, an albumenoid food, which contains nitrogen. Nitrogen can not be determined by any simple method.

*Experiment*—Crush on a smooth board or card unroasted peanuts, hickory nuts or the embryo of a grain of corn. They make grease spots. They contain carbon and are heat producers.

*Experiment*—Crush some cabbage leaves very thoroughly. Separate the juice from the leaves by straining. Heat the juice but do not let it boil. The white, flaky substance which settles is albumen. Albumens contain nitrogen.

*Experiment*—In an old pan or on a fire shovel, placed on the coals in a stove, burn a beet or parsnip or some plant. What is left, the ash,

in the pan must contain the substances taken from the ground.

The ash represents a very small but very important part of a plant. In it are to be found such elements as phosphorus, potash and calcium. These elements together with nitrogen, must be taken from the soil, and to these the farmer must give great care as to furnishing, maintaining and preserving a sufficient supply.

The soil must not become sour or acid, for in such a soil the nitrifying bacteria will not survive or do their work in furnishing nitrogen to the roots from the free air in the soil. The acid must be neutralized by the liberal use of lime. The ground must be drained that the free water in it will not remain long enough to make the soil too cold for the nitrifying bacteria.

Nitrogen in manures or other fertilizers are very easily leached out. It may be very easily carried away by evaporation. Manure under the eaves of a barn or stable loses much of its nitrogen if there is drainage. Much loss by evaporation can be prevented by throwing soil or gypsum on the manure.

If the foliage and stalk of the ordinary farm crops are dark green it usually indicates that there is a fair supply of nitrogen in the soil. A yellowish green usually indicates the lack of it.

Ammonia contains nitrogen. Add a tablespoonful to a gallon of water. Use this to water a few house plants and see if it does increase the growth of stem and darken the color of the leaves.

If imperfect buds, flowers and fruit accompany an excessive growth of stem and leaf there is a fair indication that there is too much nitrogen for the phosphoric acid and potash.

If the kernels of the cereals are

heavy and well developed there is indication that phosphoric acid is not deficient.

A chemical analysis of the soil means nothing so far as determining what plant foods are needed. An ordinary rock may show by chemical analysis that most of the plant foods are present.

That which is most desired is to know how to restore the loss of plant food by natural methods and how to make available plant food that is now unavailable. The uninformed may add something which under certain conditions will lock up or render unavailable plant food that was available.

It has been found that by adding lime to clay soils they become more easily broken and are less likely to bake so hard. Try working some very damp clay. Place it where it will dry. After it has dried it can hardly be broken to pieces. Take another piece and mix with it a very little lime. Place this piece where it will dry. When thoroughly dry only a few taps will knock it to pieces.

Lime may also be added to soil containing unavailable potash. The lime will decompose the unavailable potash compounds and render them available to the plant.

The average farmer has spent much time in considering food for animals. It would be productive of great good if plant foods and their preparation were as carefully studied.

The day has come when the farm can not be a "catch all" for those who are unfitted for other business.

average rate. The yearly rate is, in every case, the entire sum that a teacher can earn in a year; there is no such thing as overtime for them, and they are employed only from seven to ten months a year. In this respect they can be compared with some outdoors artisans who can not work the year round. As to places outside of New York, some allowance must be made for differences in the cost of living.

	Month.	Year.
Bucks Co., Pa. ....	\$35 00	\$245 00
Hazleton, Pa. ....	35 00	350 00
Chester, Pa. ....	40 00	380 00
Georgetown, Del. ....	35 00	315 00
All Idaho (male av) ..	71 03	710 30
All Idaho (female av)	55 90	559 00
New York City (min., female) .....	60 00	600 00
New York City (min., male) .....	90 00	900 00
Elmira, N. Y., (male average) .....		593 00
Elmira, N. Y. (female average) .....		423 00
Columbia Coll., N. Y.:		
111 professors (av) .....		3,746 85
39 adj. prof. (av.) .....		2,126 92

#### UNION RATES OF WAGES IN NEW YORK.

These figures are official. In every case the figures are the minimum, the least amount which the union will allow a member to accept. As a matter of fact, the figures given, for "overtime" (any time over eight hours a day) is paid extra at the rate of one-half more than the regular rate; and work done on Sundays and holidays is paid for at double rates. The yearly rate is based on three hundred working days of eight hours each.

#### TEACHERS AND WAGE-EARNERS.

##### THE PAY OF TEACHERS.

In some cases these figures are the minimum rates in the localities named; in other cases they are the

	Day.	Year.
Bricklayer .....	\$5 60	\$1,680 00
Mason .....	4 40	1,320 00
Carpenter .....	4 80	1,440 00
Plasterer .....	5 30	1,590 00
Hod-carrier .....	3 00	900 00

Tile layer .....	5 00	1,500 00
Cabinet-maker .....	4 00	1,200 00
Steam fitter .....	5 00	1,500 00
Stationary engineer ...	5 00	1,500 00
Electrical worker .....	4 50	1,350 00
Printer (per week)....	21 00	1,092 00
Linotype operator per week) .....	23 00	1,196 00
Tile layer's helper.....	3 00	900 00
Electrical engineer.....	5 00	1,500 00
Hoisting engineer.....	5 00	1,500 00
Rigger engineer.....	4 00	1,200 00

—*Collier's.*

### THE BACHELOR MAID: TWO SITUATIONS.

By Grace Leckliter, Worthington.

High within gray convent walls,  
Singing matins in the halls,  
Paying routine parish calls  
Sweet Sister Dolorosa,—  
With rosary and hood and gown,  
From lofty places she looks down,  
On vale and woodland, field and  
town,  
Viewing Nature.

Safe within red school house walls,  
Drilling pupils in the halls,  
Receiving oft parental calls,  
Sweet sister, dear Allegra,—  
With jaunty hat and shortened gown,  
With pleasant smile and potent  
frown,  
She strolls with pupils out of town,—  
Teaching Nature.

### THE MOO-COW-MOO.

My pa held me up to the moo-cow-moo  
So clost I could almost touch,  
En I fed him a couple of times, or two,  
En I wasn't a fraid-cat much.

But ef my papa goes into the house,  
En mamma, she goes in, too,  
I just keep still, like a little mouse,  
Fer the moo-cow-moo might moo!

The moo-cow-moo's got a tail like a  
rope  
En its raveled down where it grows,  
En its just like feeling a piece of soap  
All over the moo-cow's nose.

En the moo-cow-moo has lots of fun  
Just swinging his tail about;  
En he opens his mouth and then I run—  
'Cause that's where the moo comes  
out.

En the moo-cow-moo's got deers on his  
head  
En his eyes stick out o' their place,  
En the nose o' the moo-cow-moo is  
spread  
All-over the end of his face.

En his feet is nothing but finger-nails  
En his mamma don't keep 'em cut,  
En he gives folks milk in water-pails  
Ef he don't keep his handles shut.

'Cause ef you er me pulls the handles,  
why  
The moo-cow-moo says it hurts,  
But the hired man he sits down clost by  
En squirts, en squirts, en squirts!

EDMUND VANCE COOKE.



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THE MONTHLY is mailed the first week of each month. Any subscriber failing to receive a copy by the fifteenth should give notice promptly, and another will be sent. Any person wishing his address changed should send notice not later than the twenty-fifth of the month, and *must give both the old and the new address.*

NOTICE WILL BE GIVEN TO EACH SUBSCRIBER OF THE TIME HIS SUBSCRIPTION EXPIRES, BUT NO SUBSCRIPTION WILL BE DISCONTINUED EXCEPT UPON REQUEST SENT DIRECT TO THE OFFICE, ACCOMPANIED BY THE FULL AMOUNT DUE AT THE TIME SUCH REQUEST IS MADE.

BUT suppose a member of the board goes to the superintendent and insists upon the appointment of some one who the superintendent knows is incompetent. What is the poor man to do in a case of this kind?

\* \* \*

SMALL wonder that so many men abandon teaching to enter the mail service. Your Uncle Samuel believes in paying competent men a living salary. Witness his offer of from \$1,000 to \$1,500 a year for teachers in the Philippines.

\* \* \*

"I SUPPOSE if one were to try and concoct rapture without alloy for a

living creature, one could do no better than arrange that a child should meet an Angel, or what it thought an Angel, and should go home and tell mother." And this rapture is to be seen in many homes in America every evening when the child is telling mother about teacher.

\* \* \*

PRESIDENT Lincoln at one time commented upon some of the generals in this wise: "Some of my generals are so slow that molasses in the coldest days of winter is a race horse compared to them. They're brave enough, but somehow or other they get fastened in a fence corner, and can't figure their way out." He was speaking of generals, not teachers.

\* \* \*

ONE of the ladies who recently received a life certificate took the examination, in large measure, because her father at one time expressed the hope that she might some day be thus honored. And there she sat during all the hours of those days with weary body and brain working as for life, paying tribute to the memory of her father. The picture is worthy the poet's pen or the painter's brush. What an inspiration a teacher with such filial devotion must be to her pupils.

\* \* \*

THE summer school season comes on apace and we are sure that more teachers are planning for summer work than ever before. Many boards of education put a premium upon attendance at summer school, knowing full well that their schools will be the beneficiaries. If a teacher doesn't really want to go to a summer school he can readily find an excuse for staying at home. But if he does want to go, wants very much to go,

there is hardly any obstacle that he will not surmount in order to gratify this desire.

\* \* \*

It is a mistake to suppose that children will be satisfied with the second best. They understand and want the best. We need not speak or read down to them unless we wish to offer an affront. Indeed, if there are children at our elbow the chances are they will help us to a better interpretation than we ourselves would find. No baby talk—no diluted food—no patronizing for these children about us. They understand, and we underestimate their intelligence when we assume that they do not.

\* \* \*

As we peruse the almanac with its diagnoses we are often led to feel that we ourselves are afflicted with all the maladies therein set forth, so potent is the law of suggestion. Similarly, when we listen to oratorical reverberations on the subject of needed reforms in our school system we are apt to think that Ohio is menaced with sudden dissolution by reason of her many pedagogical ailments. However, all we need to do is to put aside the almanac and go right on teaching school and very soon we shall feel pretty comfortable.

\* \* \*

THE article in this number from the facile pen of Mr. Sprau, of the Zanesville high school, is worthy of more than one careful reading. Some day, through the influence of such teaching as his, we shall come to know that to train the physical and the intellectual is only a part of the process. There is a spiritual side of the child that must be touched somehow in the process if we would make

the other work most effective. There is no study in the curriculum that may not be used in doing this if the teacher only knows how to use it aright.

\* \* \*

WASHINGTON, Lincoln, Longfellow. That's a good program for February and worthy of the teacher's efforts. Not a school in the land but should give at least an hour this month to celebrating the life and work of each of these men. Material is abundant if the teachers will but look for it. In every schoolroom in Ohio the Gettysburg speech should be given by one of the pupils, "The Psalm of Life" ought to be known by every pupil. "My Captain" in this issue, by the "good grey poet Whitman" will be found helpful for these programs.

\* \* \*

TEACHING school is such hard work that the teacher needs all the time possible outside of school hours for relaxation and recuperation. Possibly there are times when the reading and grading of papers at home must be done, but any great amount of this sort of thing imposes an unjust tax upon the teacher's strength and militates against tomorrow's success. As a general rule school work should all be done within the limits of school hours.

\* \* \*

THE article by Miss Armstrong of Woodward High School, Cincinnati, which appeared in our December number has attracted wide attention. This is not to be wondered at since it has to do with one of the most vital questions of school experience. It applies to every grade of every school as well as to the high school. We must not allow good reading to become one of the lost arts but must

push it to the fore where it properly belongs. It is one of the highest accomplishments and is well worthy every teacher's best efforts. The Friday afternoon drill in speaking "pieces" is most excellent if only worthy selections are chosen. Many a pupil has received an impetus toward public speaking by just such exercises.

\* \* \*

THE boy wears shabby clothes, shrinks away from the other boys at noon-time because of the poverty of his lunch-basket, brings into the school palpable evidences of humble and hard work outside school hours, never hears the music of money jingling in his pockets, and, hence could readily be made a social outcast. Just here is the teacher's great opportunity, and she embraces it with alacrity. By ways all her own she very soon has him taken into full membership and yet has not made him conspicuous. Somehow, she has made him feel at ease and by her tactful treatment has won for him the respect of the entire school. This is the American school.

\* \* \*

IT should not be forgotten that while we are trying to lead the boys and girls out and up into the "Kingdom of Light" that we may be alienating them from the traditions and standards of the homes in which they have been reared and, therefore, from their parents. 'Tis a delicate work to inculcate better standards without abating fealty and affection for home and parents. This boy's mother must be to him the best and dearest person in the world even when he has graduated from college and we teachers need to handle the situation with great tact and sympathy.

EVERY teacher is vitally concerned in the forth-coming report of the Committee on School Revenues and their Proper Distribution which was appointed at the meeting of the Ohio Teachers' Association. This report will be printed and distributed a month in advance of the next meeting at Put-in-Bay and every teacher owes it to himself as well as the cause he represents to secure a copy and study it carefully in order that he may be thoroughly conversant with its provisions. The character of the men who constitute this committee warrants the conviction that the whole question will be set forth in the most thorough manner.

\* \* \*

ON this particular morning teacher unmasked a battery of whose existence, up to this time, we had been in blissful ignorance. Forthcoming, also, was a supply of ammunition that must have been accumulating for many moons. After the smoke of battle had cleared away and the color had returned to our faces and to teacher's as well, lessons were resumed with a silence that was almost oppressive. Then came recess, blessed recess! Whereupon we held a convention and a resolution was carried unanimously that teacher must have been up late the night before.

\* \* \*

THERE are one hundred and thirty-three centralized schools in Ohio, according to statistics just compiled by Prof. A. B. Graham, who is authority on this subject. Ashtabula, Trumbull, Portage, Summit, Geauga, Medina, Champaign, Ross and Knox counties are the counties where centralization most largely obtains. Almost half the counties of the state have one or more centralized schools.



We are certainly getting on, and in five years more we shall witness great progress in this respect under normal conditions. This and township supervision emanate from the people and that means that sense and safety will be prime factors.

\* \* \*

ONE of the greatest pleasures that accrues from a visit to another school is that we gain a confirmation of our own way of doing things. It is a rare thing for a teacher to return from such a visit without a feeling of elation. And why not, pray? Teaching school is about the same everywhere and our own school epitomizes the whole school system. If there are variations they are the minor matters, whereas the fundamentals are about the same in all our schools. If we are looking for the spectacular we shall be disappointed as we ought to be and our elation comes from seeing the lack of impossible things and finding just good solid, hard, earnest work such as we are doing each day.

\* \* \*

EVERY school house ought to be a social and intellectual center for the entire community. It ought to be the center and source of an influence that shall radiate to every home in that community. The time ought not to be far off when parents will enter heartily into plans for bringing about this condition of affairs. Every week there should be in every school house some exercise—musical, literary, or social—that will help unite all the homes in an effort to make the entire community better and happier.

\* \* \*

HERE is a paragraph from COLLIER'S that is all white meat: No male teacher in any community

should be paid less than enough to support decently a wife and five children. In every community the teacher should have a position of dignity and emolument equal to that of the banker and the professional man. Schools ought not to be the last refuge for economic dregs not wanted by business. They should attract and keep in their service the best talent. Facts dealing with this condition, both concerning communities where the rate of pay remains scandalously low and where it has been raised, should have wide circulation.

\* \* \*

THE teacher, whatever his position, has hard work to do and if he is worth anything at all, is worth far more than he gets. But there is one class of teachers deserving of special commendation—and that is the superintendent who supervises the schools under his care and does all the teaching in the high school. Here is a daily program of one such which shows nineteen recitations per day in fourteen different subjects. If any one thinks this man has a sinecure he ought to try it for a week himself. In addition to all this this man meets his teachers every Saturday evening for reading circle work. There are heroes in times of peace.

\* \* \*

THERE are two hundred and forty-six townships in Ohio now that have supervision, practically one-fifth of the entire territory. The superintendents of these townships are doing a work whose importance has not been fully appreciated. They are doing the sort of supervision that makes for better conditions. Many of them are superintendents of village and city schools and are thus striving to unify the schools in the village or

town and in the township. These men are solving the problem of supervision for Ohio and their solution is to be an evolution, the outgrowth of faithful, everyday work.

\* \* \*

ONE of the questions discussed at the holiday meeting of the school examiners is "To what extent does an examination test an applicant's teaching power?" and there is no one but will admit that this question is altogether pertinent. This question should be agitated more and more for it will be readily admitted that our theory, in this matter, is not keeping pace with our practice. We can not abandon examinations to test scholarship. No one advocates that. But in our practice we do not select teachers on the basis of certificates. The teacher with a lower grade of certificate frequently gets the position, and that because of personality—and that includes many things.

\* \* \*

SUPT. S. H. Layton of Fostoria had, at holiday time, appointed nineteen new teachers this year and was on the quest of three or four more. So rapidly are we all advancing educationally that his board of education gives him a free hand in selecting teachers. At last account he was considering one in Madison, one in Delaware, one in Putnam and one in Muskingum county, and in each case he was relying upon the testimony of school men who know these various teachers. Special inducements in the way of salary are offered and this is the way to get the best.

\* \* \*

LAST year this particular boy was the despair of his teacher, who confessed his inability to reach him although this teacher is one of the very

best to be found anywhere. This year this same teacher says the boy is finding himself and is getting hold of the work in good style. The moral of this story is that we can never tell how long a prodigal will stay in the "far country" before he turns his face towards home, and we must have great patience and not erase his name from the family roll. We must have the fatted calf, the ring, and the robe ready against his return. Great is the teacher who has faith to keep fast hold on the boy.

\* \* \*

IN a certain city in Ohio there is a pumping station that requires the services of two "oilers." We naturally infer that the duties of this position are keeping the machinery properly oiled. This, of course, is necessary and right. These men receive for this service sixty dollars a month or seven hundred and twenty dollars a year. Possibly, the service is worth this amount to the tax-payer, but it does seem that a teacher who has from twenty-five to forty pupils in his care is doing quite as valuable work for the tax-payer as the "oiler" and ought to receive as much compensation.

\* \* \*

Now that we are beginning to look forward to the commencement season it is well to consider the subjects for the speeches which the boys and girls will give. It is almost needless to say in these days of enlightenment that abstract subjects should be tabooed. The resourceful teacher will not be greatly troubled for magazines and books abound. But it is worth while to consider the pupils' reading circle books as a source of commencement subjects. The books for the present year may all be used for this purpose and "American Literary

Masters" may be utilized in the same way. Used in the right way these books may be made to lend interest and charm to the commencement program.

\* \* \*

THE successful candidates at the recent state examination deserve the hearty congratulations of all who believe in honoring heroic service. It is no slight matter to pass such an examination. It means a long period of preparation involving hard, patient toil. It means a sacrifice of much that would have been pleasant in that period of preparation. It means an expense of no meager proportions. Hence, the glory of the achievement, and hence, also the heartiness of the MONTHLY'S congratulations.

\* \* \*

BLESSED the boy who has propensities! Some may call him a bad boy, and he may be troublesome. But he is wide awake, he is virile, he is up and doing, he has red blood, he has initiative. In his case the teacher has a plenty to work on, and she never need be in any doubt as to whether she is making an impression upon him. He'll flash the news to her in a twinkling and it will be unmistakable. He keeps the teacher on her mettle, and ever alert, but when the citadel has been won and the teacher's banner floats above the ramparts she knows that she has done a brave work. Moreover, this boy then becomes her most ardent champion in helping to win other victories.

\* \* \*

A FEW evenings ago a teacher met a pupil whom he had not seen for more than ten years. The pupil is in business, is prosperous, has a charming wife and a sweet baby. He seemed caught up to the third heaven of de-

light to have his teacher meet the wife and baby. It was a sort of family reunion for the wife remarked that George had often talked of the teacher and their experiences together. All this time the teacher seemed to be supremely happy and it was a joy to witness the delightful meeting. There are some compensations in our business aside from salary as this true incident abundantly shows. There are golden cords woven in the schoolroom that bind the hearts of teacher and pupil through the years.

\* \* \*

THE discussion of the general subject of taxation at the general session of the holiday meeting in Columbus by such men as Hon. F. A. Derthick, Master of the State Grange, and Senator Frederick C. Howe of Cleveland was most timely. Both these gentlemen threw floods of light upon the subject and these discussions are certain to awaken public sentiment. Attorney General Ellis in his addresses throughout Ohio is devoting time to the same subject. This is fundamental and it is to be hoped that in every county in the state the subject will be discussed at educational and other meetings so that all the people may become fully alive to the importance of the subject. Given a fair and just system of taxation and the schools will profit.

\* \* \*

THE man upon the ladder saw a pig grunting about near the foot of the ladder and jumped to the conclusion that the pig was cogitating some mischief. Acting upon this conclusion the man threw a brick at the pig, whereupon the pig bolted under the ladder, upset it, threw the man to the ground, and made off

with all haste. The man picked himself up ruefully, looked after the fleeing pig and exclaimed, "I knew that brute was bent on mischief." The moral of this story is that pigs and boys are not so much bent on mischief as some might think, but that they will try to escape a flying brick.

\* \* \*

AREN'T you glad you are not the other fellow? You wouldn't trade with him if you got a big fortune to boot, now would you? He isn't much of a fellow after all, is he? What fun it is not to be some one else! People say the other fellow is smart and handsome but we know better, don't we? He's pretty common clay, after all, and there is no use in his offering to trade with us. Wonder how he feels about it? Wonder if he has ever thought of offering to trade? Wonder what his opinion of us happens to be? Great boon that we are all so well satisfied with ourselves!

\* \* \*

PUPILS, at times, justify a course of conduct by citing teachers who do the same things. They are quick to quote teachers in justification of things which they themselves want to do, even if they do not care to pattern after teachers in other matters. This, of course, leads to the conclusion that they incline to cite teachers when it falls in with their own desires, and this means that teachers need to exercise great caution in all their acts and conversation. These boys and girls have keen eyes and ears and know full well what is going on all about them. Consciously or otherwise they imitate their teachers.

\* \* \*

WHEN the child is sick the parents call in the best physician available

and ask no questions about charges. Not only so but they run hither and thither at the merest suggestion of this physician spending their money lavishly for medicines and dainties for the sick one. Certainly, parents could do no less than this. But when the child's mind needs treatment some parents quibble about the pay of the teacher, about the cost of books, and worst of all discount the teacher's prescription. One thing is absolutely certain. We have not yet reached the millennium.

\* \* \*

GARDNER S. WILLIAMS, C. E., Professor of Civil, Hydraulic and Sanitary Engineering in the University of Michigan, advocating the study of Latin by students in the engineering courses, says: "In closing, it may be well to state what inclines me so strongly to Latin. My father did not have an opportunity to study it, but he thought that it was wise that his son should, and a portion of my time in the high school was devoted to that subject. With a retrospect of twenty years, it seems to me I am warranted in saying that I could have better spared any other course that I took in high school than the Latin. If something must have gone, if I could have taken but three-fourths of the subjects that I took, the Latin would be first and foremost, the one thing that would not have been left out."

\* \* \*

THE teacher's success depends very largely upon how she feels. Right teaching is fundamentally an affair of the spirit. This is one prime reason why teachers should be paid a salary that will free them from care and anxiety, and give them freedom in working out the solution of the great problems to which they have

devoted themselves. The heart of a teacher should be giving forth a song every hour of the day, but this is difficult if she must sew till midnight on the dress that she can not get made otherwise. A niggardly policy in respect to salary doesn't pay in a factory, much less in a school.

\* \* \*

If the complex machinery in any school tends to restrict the individuality of the teacher it is a menace to the school and will work harm to teacher and pupils. The teacher who must devote her attention to rules can not do her best work. The chances are she knows what is good for the pupils with whom she has to do better than any one else not so well acquainted with conditions, and her personality will be most potent for the progress of those pupils if she is given a free hand and is not hampered by a multitude of rules. Her personality is the factor that makes her services valuable.

\* \* \*

If the teacher will prepare one good story touching the lives of Washington and Lincoln as men she will have done much to counteract the tendency to emphasize their influence in times of war. The story of Lincoln's walking miles into the country to rectify a mistake of a few cents in making change for a lady who had made purchases at his grocery illustrates our meaning. That story will abide and will do good service. There are many such stories of both these men that can be thus used, but they should be well prepared in advance. Much depends upon the manner of the telling.

\* \* \*

CUPID has been very busy of late with invasions into the ranks of

school people. Time was when it was thought he could not find his way into a school house but he seems to have the combination now and the chances are that he will not forget it. Should such a misfortune seem imminent he might learn pyrography and burn it on his quiver. There are those who would teach him free of tuition. College presidents, professors, high school principals, and teachers *ad infinitum*—all these are falling before his shafts, and seem to be glad of it. How can any of us feel sorry for them? Why, we just can't, and that's all there is to it. We're glad of all the roses in the cheeks and in the vases.

\* \* \*

THE article by Principal Hall in our January number on "Am I My Brother's Keeper?" has to do with a subject that needs discussion, and there can be no doubt that this article will be read and re-read and that the readings will lead to discussions. We are witnessing a debate on this very principle in the United States Senate. The subject seems great enough to engage the attention of the President, and certainly we teachers should give it some thought. Opinions differ, of course, but we can not afford to let any insidious and false notions of honor creep into our schools. If so, they will show later in our National life.

\* \* \*

SOME day we shall dip our pen in oil and sunlight and write an eulogy upon old maids—one that will make every young woman wish for an automobile for old Father Time to speed him on his way and thus bring her to the Garden of Delight that this eulogy shall cause to bloom in the Valley of Enchantment. And tens of thousands will rejoice in the name

and will wear the flowers of this garden with an air of triumph and paeans of joy and gladness will make the whole garden vocal. However, this eulogy will be only for those old maids who wear petticoats and not for those who wear trousers.

\* \* \*

HERE is a sentence that insists upon asserting itself in spite of all efforts to stifle its pertinacity by turning the leaves of the book in which it occurs: "You can spill words as easily as water, and they are as hard to pick up again." True enough. How often when we are worn to shreds, or when we do not have the subject well in hand and want to kill time, or when we are irritable from loss of sleep, how often do we *spill words* that we would gladly gather up again the next morning when it is too late.

\* \* \*

POOR DROWSE! He can never do anything on his own account. He must ever wait for orders from his superior, Mr. Bowers—the man of brains. When he has plans and specifications laid before him and is given a good big shove, he can do a little execution. Left to himself he is helpless. Glad Drowse is not teaching school in Ohio. He'd have to have his work all laid out for him in advance. He wouldn't know how to get a school library, or apparatus, or a lecture course. He'd wait for some one to come around to wind him up and set him going. He's absolutely dependent upon some one else. Poor Drowse!

\* \* \*

HERE is a paragraph from a recent book by Dr. Newell Dwight Hillis: "Who, therefore, shall properly recognize the nation's debt

to its teachers? These are the true builders of the state. No words can over-praise them. Multitudes of these men and women are uncanonized saints. Here on earth their place seems small, but God's angels have a niche for them in Heaven. The city makes much of the influence of the great banker and manufacturer, but what if the teacher, who educates two generations of business men should say: 'I trained this jurist, his laws are mine; this author, mine his pages; this artist, mine is the song, the canvas.' Because truth never dies, these educators are immortal. The scientists tell us that a milligram of musk lasts through radiation for seven thousand years, and a milligram of radium eleven times as long. But is not truth more lasting than perfume or matter? Truth never dies, its errand never fails, its end is always victory. Here the teachers may be obscure; there they shine as the brightness of the firmament. They are our Theban band, protecting our liberties. Our educators are our leaders, guiding the pilgrim host out of the wilderness into the Promised Land."

\* \* \*

THE ancient, hoary, moss-grown notion that people teach school because they haven't sense enough to do anything else, some shreds and patches of which have come down to modern times, finds expression in the statement that if a man is teaching school he should not be guilty of doing anything else. This is all true enough if the something else interferes with the proper performance of his school duties. But when the school work has been done well there is good reason to think that his doing something else is the best way to gain that reserve power so necessary

in the school room. This may serve to explain his success in the school. It may be that this is what renders him so potential in his school duties, or the explanation may be made the other way round. He may be so brimful of potentiality that he does the something else in order to a complete expression of his own potent self. The President of Ohio State University is a farmer, the president of an insurance company, a speaker of national reputation, and many other things and all these extra duties may serve to explain his recognized success as a college president. Some men are big enough inside to do two things, and do them both well.

#### GOOD THINGS.

##### WINTER'S WOOING.

Where gypsy Autumn sat alone  
Beside the sumac's flame,  
Old Winter with his frosty beard  
In haste 'a-wooing came.  
He told her of his palaces  
Among the northern snows,  
Where like a bonfire in the sky  
The bright aurora glows.

Then she took off her crimson cloak,  
And doffed her russet shoes,  
And left her yellow petticoat  
Upon the frozen dews,  
And now behold her as she stands  
Arrayed in all the pride  
Of snowy satin, lace and pearls,  
King Winter's royal bride.  
—*Minna Irving in American Education.*

WHEN Booth Tarkington was at Princeton University the editor of the college paper was a young fellow who took himself and his literary responsibilities with portentous seriousness. He was wont to speak in accents of emphatic scorn of the

quality of the submitted contributions from which he was supposed to make a periodical worthy of the senior class. One day he found in his letter box a poem which moved him to more than usual disgust. "See here," he snorted contemptuously, "this is what some fool freshman sends in and calls poetry. How am I going to make a magazine out of stuff like this? How am I, I ask?" "Oh, that!" spoke up Tarkington, "yes, I sent that in myself." "So you wrote it, did you?" growled the managing editor. "No," said Tarkington sweetly, "I didn't write it. I only copied it. It was written by Tennyson." — *The Progressive Printer.*

A SCHOOL teacher dreamed that she quit teaching and bought a farm. She felt happy in the prospect of freedom and profit. The crop planted was wheat, and the yield was large; again the teacher was happy. The total amounted to 7,000 bushels, and the market price was a dollar a bushel; she sold it all and felt that now she could afford to do something she long had wished to do. But the wheat had been sold to 7,000 different people, a bushel to each one. A few of them paid cash but more did not, and many of them neglected to pay even when reminded. She was troubled, but awoke to find she was still a teacher. It required no Joseph to interpret the dream; she saw the point, gave heed to the printer and remitted promptly for her subscription. — *The Western Teacher.*

For clearness read Macaulay.  
For logic read Burke and Bacon.  
For action read Homer and Scott.  
For conciseness read Bacon and Pope.

For sublimity of conception read Milton.

For vivacity read Stevenson and Kipling.

For imagination read Shakespeare and Job.

For elegance read Virgil, Goldsmith, Milton and Arnold. — *Selected.*

WE have yet to devise some method of teaching arithmetic to all the people so that no group of sharks shall be able to steal the people's money, as officers of our life insurance companies. We should be able so to teach United States History to all the people that no man of the standing of John W. Kern shall be able to assert that in our State, "In every county votes are bought like cattle at every election and the number to be bought is increasing year by year." We should be able to so teach chemistry to all the people that our boys will remain on the farms, and our girls will remain in the kitchens, if duty calls them there, with the full appreciation that the farms and the kitchens are veritable ganglia of our social organism. We should be able so to teach civics to all the people, that our national and state and municipal life shall not be deeply tainted with the stain of pollution. — *Pres. R. L. Kelly. Earlham College, Indiana.*

*Current Literature* reprints in its December issue a lyric, of which the greatest living poet, Algernon Charles Swinburne, has said that: "A more perfect piece of writing no man alive has ever turned out." The author of this poem is, however, not, as we should imagine, one of the great lyrists of the age, but a man whose reputation was acquired in the field of the novel — *George Meredith.*

We saw the swallows gather in the sky,

And in the osier-isle we heard them noise.

We had not to look back on summer joys,

Or forward to a summer of bright dye,

But in the largeness of the evening earth

Our spirits grew as we went side by side.

The hour became her husband and my bride.

Love that had robbed us so, thus blessed our dearth!

The pilgrims of the year waxed very loud

In multitudinous chatterings, as the flood.

Full brown came from the West, and like pale blood

Expanded to the upper crimson cloud,

Love that had robbed us of immortal things,

This little moment mercifully gave,  
Where I had seen across the twilight wave

The swan sail with her young beneath her wings.

#### TOWNSHIP SUPERINTENDENTS' MEETING.

The discussions of the township superintendents at their annual holiday meeting had to do with vital and practical questions. We feel that every teacher in Ohio will profit by a perusal of these questions and, hence, we give a list of the most important ones:

Should township boards of education purchase teachers' libraries? How can you establish a good library in each school in the township? How train the teachers to make the best use of books? Are children in-



terested in reading? If not, how to interest them? How bring about better preparation for the work before beginning to teach? Can the state afford to offer special training for rural school teachers? How can rural social life be improved? The Farmers' Institute and the Rural School Teachers? The daily program for one-room school? Class work in U. S. History and Geography? Illegal contracts exacted by school board? Why not a strong high school of a low grade, rather than a weak one of a high grade? What place has astronomy, geology and zoology in our township high school course? Standard for promotion and how maintained? How much civics should be taught in the grades? How make teaching a profession? To what extent should texts be uniform? Is the present method of granting certificates the most desirable? Is "Rational Living" too difficult for O. T. R. C. work?

#### **AN INDIAN SCHOOL WITH A BUCKEYE TEACHER.**

Edward Truman, formerly an Ohio teacher, accompanies his remittance for his renewal to the MONTHLY with an exceedingly interesting account of his work in an Indian School at Kyle, South Dakota, illustrated by a number of photos of pupils, teachers, and school buildings. Our desire to share this letter, in part at least with our readers, leads to the publication of the following quotations:

Every Indian school is an industrial school, and I could tell you many interesting things connected with our work, how my wife as housekeeper instructs the girls in general housework, cooking, laundering, sewing, etc., and how with the

help of the boys I raise as fine a garden as you can find in Ohio, although this is on an Indian reservation, where it is thought that nothing can be done in the way of agriculture. I could give you some queer names that are heard every morning at roll-call in our school room, for instance such as: Oscar Fast Eagle, Lucy Bull Bear, Oliver Broken Leg, Susie Thunder Bull, Hattie, Kills Two, Peter Bald Eagle Bear, Paul Gets There First, Nancy Kills In Winter, Minnie Kills Enemy In Morning, Oscar Takes War Bonnet, and so on.

There are many things connected with our work that are pleasant and interesting, and some otherwise. For instance, I am expecting to start out this week on horseback to the agency, fifty miles away, to sign up and draw our quarterly salaries. You possibly can judge the pleasant part of this, also the "otherwise."

#### **EDUCATIONAL NEWS.**

— Mr. Lincoln said to a friend once, "I want it said of me by those who know me best, that I have always plucked a thistle and planted a flower when I thought a flower would grow."

— By unanimous action of the Steubenville board of education Greek has been re-instated in Wells High School. G. W. Walker, the teacher of Latin, takes charge of the work and has a class of nine.

— There will be a great meeting of several Art and Manual Training associations at Cleveland, May 7-10, probably the greatest of the kind ever held in this country.

— Every school-room ought to have a flag of its own, and every school in Ohio can have a fine one

almost for the asking if some one will exhibit just a little enterprise. The plan works admirably and the flag is a beauty. Read the advertisement of the Mail Order Flag Company in this issue.

— President Lincoln once hired a horse to drive to a political meeting. The horse proved to be a very slow one and upon his return he said: "You keep this horse for funerals, don't you?" "Oh, no," replied the liveryman. "Well, I'm glad of that," said Mr. Lincoln, "for if you did you'd never get the corpse to the grave in time for the resurrection."

— Ohio University had an enrollment last term of about 500 students. The present term opens most auspiciously and this will undoubtedly prove the best year in the history of the institution.

— Supt. Virgil A. High of Chatfield, is getting things done in his bailiwick. He and his teachers, in addition to a big regular program, are doing systematic work in the Reading Circle. They are busy and, therefore, happy.

— The trend of the discussions that will obtain at the N. E. A. meeting at Chicago, February 26-28, will be indicated by the following topics:

Is the child the ward of the Nation? What should the public do for the care and training of children before they are admitted to the public schools—counting the kindergarten as a public school? The financial value of education. Should the school attempt the circle of the child's training, or address itself to the school segment? Admitting that our schools are defective, who is responsible for present conditions? Has the product of our schools reas-

onable fitness in scholarship and personal qualities for citizenship? What fraction of the pupils in our secondary schools cannot derive compensating advantage therefrom? What has been the effect on the pupil of the multiplication of subjects of study and the refinement of methods? Order of development and studies suited to each stage. Should the school furnish better training for the non-average child? Are we experimenting too much and devoting too little time and effort to the fundamentals? What are the essentials in subjects in the elementary school course? Minimum qualifications for the elementary school. Minimum qualifications for the secondary school. Growth—how continued.

— The Department of Superintendence of the N. E. A. will meet at the Auditorium Hotel, Chicago, February 26-28, and President W. W. Stetson has arranged an excellent program with a noble array of speakers. The attendance will no doubt be unusually large.

— President Lincoln once said that his religion was like that of a man named Glenn in Indiana who spoke at a church meeting to this effect, "When I do good, I feel good; when I do bad, I feel bad; and that's my religion."

— The American Book Company have lately published "The Jingle Primer," by Clara L. Brown and Carolyn S. Bailey. We can't have too many such books as this. It is a beautiful book and with such a book the child will learn to read almost in spite of himself.

— Supt. Aaron Grady of Nelsonville, is feeling pretty good, thank you. The city has voted to issue bonds to the amount of \$45,000 for the building of a new high school

and the work will be pushed in order to have it completed by next September.

— Miami county has a Superintendents' Association, of which Supt. C. W. Bennett of Piqua, is President; Supt. C. W. Cookson of Troy, Vice President, and Supt. W. F. Deeter of Bradford, Secretary. The second meeting was held at Troy December 1 and was pronounced excellent.

— Supt. C. J. Foster of the Olive township, Noble county schools, has issued a manual which abounds in useful information for all concerned and is well arranged.

— President S. D. Fess now has his hand on the lever at Antioch College and is making large preparations for the summer term. The location leaves nothing to be desired and there ought to be a good attendance.

— Mr. Shawan's question: "What do you think of the man in the picture in your book who is eating too fast?" Boy's answer: "I think the picture of the man eating too fast in the book will have a bilious attack."

— C. E. Kuhn is doing good work at Sugar Grove. His salary has just been given an additional hundred dollars. This is due to the fact that his work has attracted the attention of people outside of Sugar Grove.

— Miss Della Courtright, principal of Lancaster's West School, was married December 28 to Mr. M. Kemp, of Houston, Tex. C. L. Berry of New Salem, has been elected to fill the place made vacant by her resignation.

— L. A. Weinland, Lancaster's Science man, was married December 26 to Miss Mabel Scott of Westerville.

— The Fairfield County Association of Secondary Schools met in December and will meet again in February. It is the object of this association to unify the courses of study of the various schools and to discuss questions of interest to High School teachers.

— Prof. Frank Bachman of Athens, addressed the teachers of Lancaster, January 8. His talk was upon Voluntaristic Tendencies, and "Rational Living" was the standpoint from which he worked.

— The American Book Company, Cincinnati, recently published "Practical Zoology," by Dr. Alvin Davison of Lafayette College. It is really a most fascinating book and must commend itself to every teacher of the subject.

— W. R. Kersey of North High School, Columbus, and Miss Gertrude Hill of Los Angeles, California, were married at the home of the bride's sister, Mrs. Peterson, Chicago, December 31. The congratulations of the MONTHLY, in full measure, are extended to them, together with best wishes for a long and happy life.

— Supt. Chas. M. Davis has resigned his position as superintendent at Berlin Heights to complete his course at Chicago University, and Prin. A. L. Irely, of Vermillion, has been elected as his successor.

Miss Fannie F. Thrailkill and Miss Maria Chase, two of Mt. Vernon's most excellent teachers, are attending the Ypsilanti, Michigan, Normal School, making special preparation for the work of supervision.

— The Indianapolis *News* had an excellent write-up of Ohio University in December which was later copied in the *Athens Gazette*. In

this article we notice that the institution was incorporated in 1802 under the name of "The American Western University," but an act of the Legislature in 1804 changed this to the Ohio University. As everybody in Ohio knows, Ohio University is the oldest college in the Northwest Territory and we are glad that some one has set our "Hoosier" brethren right in the matter.

— The Lisbon high school, under Prin. W. C. Dyer, has increased from 89 to 114 and the people are saying that affairs are in better condition than ever before. This must be true, for the best school men in that part of Ohio keep saying that Prin. Dyer is one of the most promising young teachers in Ohio.

— The *School Calendar* for 1907, issued by the American Book Company, gives the number of pupils in the schools of Ohio in the year 1905-6 as 623,707; the number of teachers, 26,469; and the amount expended for schools, \$19,017,339.

— J. H. Snyder of the Commissioner's office, addressed the teachers of Belmont county, January 12, and will address the Madison County Association February 9.

— "Songs for Schools," by Prof. Charles H. Farnsworth of Teachers' College, Columbia University, has just been published by the Macmillan Company, Chicago. It is a very attractive book. The price is 60 cents.

— Hon. E. A. Jones and Supt. Charles Haupt of Wooster, were the speakers at the Preble county meeting at Eaton, January 12. Supt. L. D. Brown and Miss Edith Emrick furnished the music.

— Ginn & Company, Chicago, have added Pope's "The Rape of the

Lock" to the list, already large, of the Standard English Classics.

— We are glad to note that Noble county has selected Supt. E. E. Smock of Dresden, as one of the instructors in the coming county institute. He is well equipped by education and experience to give helpful service.

— Paulding county shows that it is waking up to the interests of education by sending the following to the Association held at Columbus during the holidays: Supts. J. H. Finley of Antwerp, E. W. Howey of Latty, J. C. Berg of Broughton, F. J. Stinchcomb of Paulding, and L. M. Eschbach of Grover Hill.

— The Darke County Teachers' Association held one of the best meetings at Greenville on Saturday, December 15, that the teachers have had in recent years. The day was set apart as a "Directors' Day" and many were the members of boards of education and teachers present to listen to the excellent addresses made by Commissioner E. A. Jones and A. B. Graham of Columbus, and J. H. Dickason of Wooster. Mr. Jones spoke on the different points of our school law, Mr. Graham had for his subject "The Country School," while Mr. Dickason spoke on "The Bargain Counter Teacher." The O. T. R. C. of Darke county is now up to 133 members, as compared to 74 members last year. Still more are expected to enroll in the good work.

— Supt. J. W. Carr, Prin. E. L. Steenrod and Hon. J. E. Russell were the speakers at the Shelby county meeting at Sidney, January 19. Supt. Carr spoke on "Teachers' Salaries" and "The Personality of the Teacher." Prin. Steenrod is right up in the front of the procession and spoke on "School Reve-

nues," while Mr. Russell was close beside him and spoke on "Tax Revision." That's good enough for one day and it were well if these three evangelists could speak on these subjects in every county in Ohio.

—"Help one another" the snow-flakes said

As they cuddled down in their fleecy bed.

"One of us here would not be felt,  
One of us here would quickly melt;  
But I'll help you, and you help me,  
And then what a splendid drift  
there'll be."

—Dr. T. S. Lowden and family sailed for Berlin, January 12. He will spend several months studying the schools of Europe, but will return in time to fill his various institute dates in Ohio. He filled sixteen institute engagements in Pennsylvania during the autumn and winter. He certainly has richly earned a trip abroad.

—James Whitcomb Riley is fond of telling this story of a stutterer: A man who had tried to converse with the stutterer asked him:

"Are you always that way?"

To which the other replied, "Only wh-when I t-t-talk."

—Supt. C. L. Van Cleve of Mansfield, Miss Jessie L. Newlin, Supt. F. E. Reynolds of Defiance, and Supt. J. P. Sharkey were the instructors in the city institute at Van Wert, January 24-26. This institute has come to be a large factor in the school life of the city and both teachers and patrons revel in the good things which the committee provides.

—Dr. E. W. Chubb of Ohio University, and Supt. F. C. Landsittle were the speakers at the Fairfield county meeting at Lancaster, January

19. Dr. Chubb's subjects were "The Aim in Teaching Literature" and "Hawthorne and the Scarlet Letter," and Supt. Landsittle spoke on "The Human Cryptogram."

—The January *Talent* publishes an account of the meeting of the Ohio Speech-Arts Association which was held in Columbus, October 5 and 6, and also excellent cuts of the officers—Dr. Alston Ellis, Prof. Frank S. Fox, Prin. L. M. Layton and Miss Grace Emily Makepeace.

—Justice Brewer of the Supreme Bench, is acquiring world-wide fame as a humorist. Here is his title to fame, as given in the press dispatches:

"Yale men, everywhere, are polite," said Justice Brewer, "but Secretary Taft is the most polite man I ever saw in my life. Why, the other day I was in a street car with him and he got up and gave his seat to three women."

—Hon. Edgar Ervin and Miss Margretta Davis, both of Pomeroy, will be married about the middle of February. Up to this year Miss Davis was supervisor of music in the Pomeroy schools, and she is a lady of charming personality and rare accomplishments. Our congratulations are extended in advance in the superlative degree.

—"A Short History of Mediaeval and Modern Times" is the title of Prof. P. V. N. Myers' latest book, which is published by Ginn & Company. Prof. Myers has never written any but good books and this is no exception to the rule.

—Supt M. R. Hammond of the Middleton township, Wood county schools, has issued a course of study which outlines the work in a clear and cogent way. There are 35 in the high school, ten of whom will

graduate this year. The corps of teachers is as follows: Miss Zella Ward, Miss Lucretia Goodell, Arthur Hughes, Miss Gertrude Hughes, C. B. Piper, Miss Winifred Bowers, Miss Rita Murray, Miss Catherine Naegele, Valentine Shiple, Miss Amelia Dauer, Arch Pope, W. H. Bachman.

—Supt. W. H. Elson, of Cleveland, has been elected for a term of five years, at an annual salary of six thousand dollars, and he is worth every cent of it.

—Supt. L. C. Brown, of Jersey, has a knack of bringing things to pass. In addition to many other good works, he is conducting a lecture course for his people and is thus impressing upon them his efficiency and his value to the community.

—Prin. Wm. I. Hill, of the Marysville high school, was compelled to resign at the holiday time, by reason of a nervous collapse, but with characteristic grit and philosophy he took hammer and saw and went to work as a carpenter, and has not lost a day since he began. Mrs. Hill, with like fortitude, cheers him on, and between them they will reach the sunlit summit. The good people love them both more than ever and Mr. Hill's course is looked upon as truly heroic.

—Prin. D. H. Sellars, of the Covington high school, succeeds Mr. Hill as principal of the Marysville high school, and, already, is master of the situation. The vacancy at Covington was filled by the election of Mr. Plymire, of Sabina.

—The annual oratorical contest, of Northern Ohio, will be held at Bowling Green, May 10th. This particular association includes Wil-

liams, Defiance, Paulding, Fulton, Henry, Lucas, Wood, Ottawa, Sandusky, Seneca, Erie, and Huron counties and any high school in these counties may send one contestant. Supt. N. D. O. Wilson and Prin. W. F. Shaw, both of Bowling Green, are already at work making preparations for this great event.

—Among the instructors added to the faculty for the coming summer at Wooster, are: Supt. F. E. Bryant, Richwood; Supt. O. L. Myers, Leroy; Prin. D. C. Rybold, Akron; Prin. B. F. Stanton, Salem; Miss Sarah W. Smith, Lorain; Miss Maude Moore, Canton; Supt. C. E. Oliver, East Palestine; Prin. W. H. Maurer, Steubenville; Miss Rose Welty, Cleveland; Supt. F. G. Houle, Orrwell; J. H. York, of Columbia College.

—Supt. J. F. Smith, of Lodi, is the new member of the examining board in Medina county, and is abundantly qualified for the position.

—Prin. Howard S. Workman, of Jewett, took to himself a wife for a Christmas present, and while we did not learn the name of the good lady, our congratulations are none the less sincere.

—By consulting the advertisement of the Mail Order Flag Co, in this number it will be seen how very easy it is to get fine framed pictures of Lincoln and Washington for the school.

—Supt. L. M. Newcomer is moving things at Homerville this year. He has organized and is conducting a fine lecture course, the first the village has ever had; has added some equipment to the school; and stirred up an enthusiasm generally that drives the pessimist to cover.

—Supt. Stanley Lawrence, of Ashville, filled a goodly number of dates last spring at township and other commencements and never failed to give complete satisfaction. He is a careful student of the educational problem and never appears before an audience without a good message.

—Prin. T. Otto Williams, of the Circleville high school, underwent an operation for appendicitis, about the middle of January, and all his many friends will be glad to hear that he is doing well and has high hopes of being able to resume work in the near future.



SUPT. STANLEY LAWRENCE.

—The boys and girls have a rare treat ahead of them in the reading of "Animal Fables," by A. O. Stafford, and published by the American Book Company, Cincinnati. The spirit of "Uncle Remus" and the "Jungle Books" pervades these fables and makes the whole series of thirty-four stories a delight.

—Prof. B. M. Davis has arrived at Oxford, O., and assumed his duties as Prof. of Elementary Agriculture, at the O. S. N. C. Prof. Davis was connected with the Chicot State Normal, California, and has had wide experience in this line of work, which is assuming importance in the modern school-cirriculum.

—Prof. Charles S. Plumb, of Ohio State University, has written a book of nearly six hundred pages on "Types and Breeds of Farm Animals" which is destined to bring him into great prominence all over our country. It is a book that is sure to commend itself to everybody in any way connected with farm life. It ought to be placed in every country school. It is published by Ginn & Co.—and it is a noble piece of book-making.

—The following letter from Supt. Stanley Lawrence, of Ashville, is too good not to be printed.

In defining what the aim of our twentieth century schools must be, some one has happily said, among other things, that our purpose should be, "to rear men fit and ready for all spots and crises, self-reliant in danger, not likely to jump into the first boat at a ship-wreck."

The fruition of such an aim was pretty well realized the other day, when the pupils occupying seven rooms of the Ashville school-building, at the sound of the signal for a fire-drill, marched out in an orderly manner although the smell of burning wood and the cracking of flames in the attic overhead as they passed through the halls, gave unmistakable evidence that the drill was not for practice merely.

The second part of this aim was exemplified when the high school boys, by prompt and intelligent action, had practically brought the fire under control and saved the fine building before the fire-department arrived.

It is an interesting comment that there was much less evidence of panic and loss of self-control on the part of the pupils after they were safely out of the burning building,

than was manifested by many of their anxious parents who soon collected on the scene.

Such experiences and similar occurrences elsewhere are encouraging to those who like to measure the efficiency of the public schools by palpable results. Nothing in this remark, however, must be construed to mean that the writer would advocate any deliberate acts of incendiarism or emulation of "Hati's" plan for indulging his appetite for "burnt pig," in order to see how the boys and girls would act in a crisis.

—Dean Minnich, O. S. N. C., Oxford, spent two weeks in January, visiting the State Normals in New York and Pennsylvania.

—Supt. N. D. O. Wilson, of Bowling Green, had the pleasure of receiving from the treasurer of the Ohio School Improvement Federation, at Columbus, a check for \$114 to complete the cost of appealing the Wood county case to the supreme court with reference to pay for institute attendance. Wood county teachers paid the balance, but the state reaps the results.

—J. H. Canan, last year of the Fredericktown schools, was elected the latter part of November to a position in the Yocum Business College, in Findlay, at \$80, and laid down his work at Wooster to accept.

—One of the reasons that everything is going so smoothly in the Solon schools the past month, is that young Mr. Earls, Jun., came to assist Supt. U. S. Earls in teaching the young idea how to shoot.

—The article by Supt. Piatt in this issue is the paper which he read at the holiday meeting, before the School Improvement Federation.



—Wooster received calls for holiday positions amounting to over \$14,000, and already is placing members of the coming graduating class for next year.

—One of Ohio's strong young school men, is Supt. W. N. Beetham, of Carrollton. Things are booming educationally in his town, and he is to blame in a very large measure.

—The Elyria schools are varying their usual program this year for teachers' meetings, and instead of home talent are having one speaker from abroad for each month.

—Miss Gertrude Laughlin, of the East Liverpool high school, was compelled to resign her position at the holidays on account of an aggravated case of catarrh that affected her hearing.

—The leaders of the various round table discussions at the Northeastern meeting, at Cleveland, Feb. 15, are as follows: Supt W. H. Elson, Cleveland; G. W. Ehler, Cleveland; N. H. Glover, Akron; Miss Flora Grace Kaufholz, East Cleveland; L. L. Weaver, Alliance; J. O. Gordon, Cleveland; H. W. Shutt, Canton; W. E. Hicks, J. B. Smiley, Cleveland; E. F. Miller, Youngstown; H. E. Axline, Cleveland; M. L. Dart, Cleveland; Mrs. Emma H. Weidel, Lakewood; Miss Sarah W. Smith, Lorain; Miss Alida E. De Leeuw, Cleveland; E. W. Hamblin, Kingoville; Franklin T. Jones, Cleveland; P. E. Graber, Cleveland; Horace M. Ebert, Elyria.

—The enrollment in the Findlay high school is 456 and 42.4 per cent. of this enrollment are boys. This will furnish a basis for comparison on the part of other high schools.

—At a recent meeting of teachers, the question of history in the seventh and eighth grades was discussed, and the concensus of opinion was that any pupil in the eighth grade who can not stand on his feet and discuss a topic in history at least five minutes has not been well taught. Too many teachers, it was held, suggest the answer by the form of question and leave the pupil nothing to do that serves to give him self-reliance and a broad grasp of the subject.

—The Committee on Education which was elected at the last meeting of the Ohio Teachers' Association, is as follows: Supt. F. B. Dyer, Cincinnati; Supt. John E. Morris, Alliance; Supt. J. M. H. Frederick, Lakewood; Prof. W. W. Boyd, Columbus; Supt. C. L. Boyer, Circleville, and Hon. E. A. Jones, Columbus.

—Miss Edith St. John resigned her place in the Bowling Green high school, at the holiday vacation, to become the bride of J. W. Smith, a Cleveland attorney. R. E. Jones, of Oberlin, has been elected to the vacancy.

—The officers of the Northeastern Association, are as follows: President, Supt. W. H. Kirk, East Cleveland; Vice-President, Miss Celia Kurtz, Painesville; Treasurer, Supt. H. A. Redfield, Northingham; Secretary, Supt. Ward H. Nye, Oberlin; Executive Committee, Supt. W. R. Comings, Elyria; Supt. H. V. Hotchkiss, Akron, and Supt. J. M. H. Frederick, Lakewood.

—W. M. Aiken, a senior in Muskingum College, has been elected teacher of history in the Bowling Green high school, succeeding Miss Nellie Campbell, who resigned by reason of ill health.

—The success that Prof. J. H. Dickason has achieved in building up the Wooster Summer School, has been the wonder and admiration of all the school people of Ohio. It is nothing short of phenomenal and this great school is simply an exponent of Prof. Dickason's splendid personality. Each summer hundreds flock to Wooster to do honor to the enterprise, the versatility, the organizing power, and the downright integrity



PROF. J. H. DICKASON.

if this young man. His creed is hard work, fair dealing, honesty, sincerity, and enthusiasm for the right and this creed has made him conspicuous among Ohio school men.

—The North-Eastern Ohio Meeting will be held at Cleveland, Feb. 16. The general session on Friday evening will be addressed by Dr. G. Stanley Hall, on the subject "New Lines of Progress in Education, Theory and Practice." On Saturday

morning there will be two addresses, one by Dr. John W. Cook, on "The Tendencies of Modern Education" and the other by Prof. George E. Vincent, on "A New Vista in Child Psychology." On Friday afternoon there will be numerous round table discussions covering many phases of school work.

—Miss Anna Logan, Principal O. S. N. C., Oxford, leaves the first of March for a Mediterranean trip and will return in June.

—Prof. McClintock, Chicago University, addressed the students of Miami University, January 15, on "The Political Cartoon."

—R. D. Williamson has resigned his position with Rand, McNally & Co.—to become the Ohio agent of D. Appleton & Co. He will continue his residence at Granville.

—Supt. Edgar M. Crawford, of Arlington, is doing his fourth year's work under most favorable conditions. There are six teachers in all. The enrollment is 240, of whom 34 are in the high school. Ten of these are taking normal work, preparatory to teaching.

—Supt. J. F. Henderson, of Waverly, is gratified, as is natural, that the high school under his control has been placed on the recognized list of the Ohio State University, after a thorough inspection by Prof. Boyd.

—Prof. W. W. Boyd addressed the teachers of Columbus and Franklin county, Jan. 19, on the subject "The Personality of the Teacher." Prof. Boyd and Supt. Carr, of Dayton, are emphasizing the importance of this subject in their educational addresses and this sort of emphasis will encourage the culture element in our educational processes,

—High school principals and teachers who are casting about for good plays for commencement season, would do well to correspond with Pearson Brothers, 29 South 7th St., Philadelphia, Pa., with reference to "The Speaker" which will be issued about Feb. 10. It will contain sixteen plays, all of high order. The price of the book is 40 cents.

—In the Bowling Green high school there are 215 pupils who are taught by seven teachers, of whom five are men.

—Prof. Feeney, O. S. N. College, Oxford, addressed Clermont county teachers, at their January meeting.

—The teachers of Hancock Co., assembled at Findlay, January 19, in large numbers, in spite of flood and mud, to attend the first meeting of the year. The discussion of round table topics was a very interesting feature of the meeting. The subject of more work in civil government for the rural schools brought forth an animated discussion, in which, Supt. J. W. Zeller displayed his well-known vigor and eloquence.

—The Barnesville schools have enrolled 920 this year, of whom 142 are in the high school. There are twenty-seven teachers, all told, four of whom in addition to Supt. York, teach in the high school.

—The holiday meetings at Columbus brought out a great throng of teachers from all parts of Ohio, and all the sessions had good attendance. Supt. McMillen, by dint of keeping everlastingly at it, is able to report a balance in the treasury even after liquidating some back accounts. We knew he could collect thoughts but didn't know about money.

—The first grade teachers, under the leadership of Miss Sarah W. Smith, at the Cleveland meeting, will discuss the topic "Sledge-hammer and tack-hammer teaching." What's the matter with *pile-driver*?

—Col. C. H. French will be in Columbus the latter part of Feb., on his annual tour. The children as well as the grown-ups always look forward eagerly to his lectures.

—Supt. J. W. Mackinnon, of Bellfountaine, is becoming quite an expert in all that pertains to school architecture as the result of his labors on the plans for their new \$60,000 high school building.

—This is the Longfellow centenary year and, of course, every school in Ohio will have appropriate exercises. We ought to make the day notable in every school-room in the land and every teacher can do this with proper effort.

—Supt. W. McK. Vance, of Delaware, is busy making plans for an addition to the high school building. With the proposed addition the building will be very convenient and commodious.

—Mrs. Frances G. Richards, O. S. N. C., Oxford, attended the January meeting of the Williams county Teachers' Association, and delivered one of her inspiring addresses.

—Miss Metta Granger, a recent graduate O. S. N. C., Oxford, is reported as being most successful in her work in the schools at Mansfield, Ohio.

—Miss Cecillia Remy, of Mansfield, has been elected principal of the Forest high school to fill a vacancy, and began work in January.

—Miss Evaline Harrington, Wooster, '99, who has been teaching for the past three years in the Logan high school, resigned at the holidays to accept a position in the Marietta high school. Supt. McMillin is to be congratulated.

—Frank L. Simonton, formerly superintendent at Perrysville, returned the last of December from the Philippines where he has been teaching science the past three years in a training school.

—Supt. I. C. Guinther held an enthusiastic meeting of his city teachers and others at Galion, January 25.

—Supt. S. M. Miller, at Fredricksburg, held a mid-year commencement the last of January, and we believe has the honor of graduating this first class of the season.

—Erman W. Bell, of New Cumberland, was hired by the Winesburg school board to take charge of their school the first of December, through the sickness of Supt. C. J. Vaughn. Mr. Bell receives \$80, and is a growing young school man.

—Supt. C. B. McClintock, at the head of the schools in Justus, passed the recent state examination for common school life, is the youngest man ever to win, and then had one of the highest averages given among the sixty-one successful applicants.

—Prin. H. E. Hall, of Mansfield, has recently secured a fine stereopticon outfit, and now will be more invincible than ever in his many appearances before the teachers of the state.

—Wooster has just added a \$30,000 addition to the Frick Library and took possession at the opening of the winter term.

—Supt. C. E. Carey, of Warren, has recently moved his family to Cleveland, but himself still remains in Warren to carry on his good work in the schools.

—Supt. Charles F. Limbach, at New Bremen, certainly need have no fear that his high school will become a young ladies' seminary; out of a total enrollment of 95, 69 are boys. Mr. Limbach is making a fine impression in his new field.

—Supt. Charles Hauptert, of Wooster, will again instruct in the summer school of Ohio State University and will have charge of the department of pedagogy.

—Supt. J. G. Leland, of Mt. Vernon, died of pneumonia at his home, January 25, after an illness of three weeks. He succeeded J. K. Baxter as superintendent and was proving himself a school man of unusual power. He was planning great things for the schools and had the confidence of the Board and the teaching force. The funeral was held at his late home in Mt. Vernon, January 27, and he was buried at Manchester, Mich., January 28.

—Our special offer of the *Monthly* and the *World's Events Magazine* both for one dollar and twenty-five cents continues up to and including March 1st.

—The Modjeska Male Quartette, of Springfield, consists of teachers who are stalwarts in the school room. They can sing, too, sing in a way to make one forget that there is any such thing as trouble in the world. We have heard them more than once and would like to hear them a hundred times more. Their music is high grade and they never fail to captivate their audience.

—Supt. E. B. Walling, of Custar, is doing excellent work as superintendent of the schools of Custar, and also of Milton Township, Wood Co. He has a large number of Patterson graduates, and the patrons in town and township speak in the highest

scholarship, of high standards in school and in life, a man of unyielding integrity, and never less than a gentleman. All work must be genuine to the last degree in order to win his approval. In this way he has built up a high school which is the



PRIN. J. F. SMITH.

terms of his untiring efforts and his noble spirit. He is one of the coming school men in that section.

—Prin. J. F. Smith, of the Findlay high school, began his work there nineteen years ago with 69 pupils and one assistant. Now there are thirteen teachers in all and 456 pupils. He is one of the stalwarts, a man of

pride of the city and which ranks high among the best in Ohio.

—Supt. Edward M. Van Cleve is arranging for a personally conducted party to Washington, D. C., April 1-6. An attractive trip this is and a remarkably cheap one. Mr. Van Cleve will be glad to furnish circulars to any person inquiring.

—Dean Minnich addressed a large gathering of teachers at Bellevue, O., January 26th, at the "Four County Association" meeting.

—If teachers have confidence in what the *Monthly* suggests on the subject of books they may take our word that nothing they can do will be more fitting by way of celebrating Lincoln Day than by reading to the school "The Perfect Tribute" which is published by Charles Scribner's Sons, New York. The book costs 50 cents, but it will prove a good investment. Those who act upon this suggestion will be grateful to us for making it. The book may be had of A. H. Smythe, Columbus.

—Prin. E. L. Rickert, of Youngstown, has resigned to accept the superintendency at Maquoketa, Iowa. There are 24 teachers in the corps, 125 pupils in the high school, the town is a beautiful county seat, and, of course, Mr. Rickert receives more money. We are sorry to lose him from Ohio, but if we must supply Iowa with school men we are glad to have such a man to represent us. We wish him the greatest success in his new field.

—At a recent meeting of the Board of Education, of Steubenville, the resignation of Principal D. W. Matlack, of the Stanton building, was accepted with resolutions of appreciation and regret. The passage of the resolution called forth, so the daily papers of that city report, a feeling statement from Supt. Van Cleve in appreciation of Mr. Matlack's services, and the loyalty and kindly attitude toward himself, so many years his junior. Mr. Matlack has served almost continuously, the schools of Steubenville, for thirty-five years and only gave up

when his serious disease made it not possible for him to remain at his post. He was one of the founders of the E. O. T. A. and has been in that part of the state, for many years, a prominent figure in educational circles, and he has been a loyal and devoted worker for the success of the O. T. R. C., as secretary for Jefferson County.

—Prin. Charles Kime, of Mingo Junction High School, has been appointed a teacher at Steubenville, and assigned as principal of Stanton Building, to succeed Principal Matlack.

—Miss Winfred Williams, niece of Dean Williams and teacher in the Athens Normal College Training School, is helping out with the work at Steubenville this year.

—Miss Jennie Williams, of Belpre, was released at the holiday time in order to admit her acceptance of the appointment as teacher in the Steubenville corps.

—With the opening of the second half of the year, two new teachers were appointed at Steubenville, both of them graduates of the Normal Department, in charge of Miss Isabella Tappan. These young ladies are Miss Marie Floto and Miss Edna Powell.

—Mr. W. W. Parmenter, Science Teacher in the Steubenville High School, is seriously ill with typhoid pneumonia at his home in Mount Vernon.

—Recently the *Herald Star*, of Steubenville, issued a Centennial edition, the paper being a hundred years old. To the schools it gives considerable space with fine illustrations and a descriptive article.

—In the course of a few weeks, the program for next summer's meeting, O. T. A., will be issued. It will be a great meeting and there will be a great attendance.

#### AMONG TEACHERS AND SCHOOLS.

A most pleasant week of school visitation was commenced at Fostoria, with a talk to the city teachers, on January 14, and ended at Piqua, January 18, at the first of a series of educational meetings to be held in that city to take the place of the week's institute.

Supt. S. H. Layton, of Fostoria, is so well pleased with his experience in that city that he feels as if he would like to challenge Ohio to name a community where better educational conditions prevail. All connected with the schools seem to be enthusiastic in the work. Some of the special features are manual training, departmental work in the upper Grammar grades, and a systematic study of a great picture in each month of the school life of the child.

The next stop was Bowling Green, where Supt. N. D. O. Wilson, who deserves at least as many letters after his name as he has before it, and his teachers make up another happy and harmonious family. In this city the high school is developing rapidly and the spirit of teachers and pupils promises much for successful work. Supt. Wilson's generous heart prompts him to say that conditions in the schools, due to the careful foundations laid by his predecessors, are the cause of the rapid development during his administration. This is, no doubt true, but it is simple justice to add that the educational structure which is now going up in that community is wisely supervised by a clear head and a warm heart.

I found Supt. E. F. Warner, of Bellevue, in his office in close and sympathetic conference with a boy, troublesome in the schools, whom he is trying to save. The outcome of his special effort will be awaited with interest. In a most tactful and friendly manner this boy is being taught and disciplined by the superintendent, who for twenty years has directed the young lives of that community. The course pursued seemed to be a combination of study in the superintendent's office and an opportunity to help in the routine work which has to be done. When I left, "Fred" was using up some of his surplus energy in tackling his lesson in long division. While many other good features were noted in the management of the school, I am sure Supt. Warner will pardon this special reference which so deeply impressed me as indicating the ruling desire to help the boys and girls to the best things in life.

Everywhere in Fremont can be seen and felt the lasting impressions upon the school and the community of the forty-two years of consecutive service of W. W. Ross. In each building hangs his picture, in the high school is the tablet to his memory, but best of all, in the hearts and lives of the children in the schools and of the citizens in the community, is the permanent influence of his life and character. His successor, J. E. Collins, has already won a warm place in the esteem and affection of all, and the mantle of the superintendent who has gone, has fallen on worthy shoulders able to continue the work with the same fidelity and success.

Tiffin is not growing in school population as rapidly as some cities, but few cities are better for the pupils. Housed in a beautiful build-

ing, with H. H. Frazier, whose recent article in the MONTHLY on the work being done in the Pupils' Reading Circle will be recalled, as principal, and with C. A. Krout, whose long and successful experience as principal, before he became superintendent, admirably fitted him for the work, as general manager, the firm and all their assistants are doing well. A large number of high school pupils attend the University Extension Lectures which opened January 16.

It is a real joy to visit Findlay and see Supt. Zeller at work again, hearty, happy, and grateful that life has been spared. No hint of a murmur or a complaint from him although his affliction has been such as few souls have to meet. For thirty years the Findlay Schools have been directed by his wise counsel and for nearly a score of years his chief lieutenant has been Principal J. F. Smith of the high school, which enrolled 69 when took charge and now numbers 456, of whom 42.4 per cent. are boys. Think of Findlay's senior class of 61, with 31 boys! Can any school in Ohio beat that!

Lima, where I made a few hours' visit, has practically the same percentage of boys enrolled, and Principal Steffens is at last enjoying a high school building and equipment worthy of his long and successful career. Even the hay fever has relented somewhat and he does not sneeze so hard and so long as in the days gone by. Supt. John Davisson is "making good" in every particular and conducts himself like a veteran in the business.

Wapakoneta — too bad to change such a musical name into "Wahpuk" even for the sake of brevity — is brim full of educational sentiment for the best things in school life

under the leadership of the three H's — H. H. Helter, whose recent appointment as a member of the State Board of School Examiners has given such universal satisfaction throughout Ohio.

Many years ago, greater in number than seem either possible or desirable, an institute instructor came two years in succession to Preble county. His kindly sympathy, good sense, practical suggestions, and conservative statements found a lodgment in the minds and hearts of all who attended. It was my good fortune to be among the number. Our instructor was then superintendent of the Piqua schools. It is needless to inform any reader of the MONTHLY that he is still "doing business at the old stand" with a third of a century of good works to his credit, and that his name is C. W. Bennett. To address his corps of sixty-two earnest, studious, well-trained teachers was a real pleasure and made a joyous close to a happy week.

O. T. CORSON.

#### SUPT. J. G. LELAND.

The pen trembles. Leland is dead. There is a hush in Mt. Vernon. The children speak in whispers. They have lost a friend. The teachers brush away the tears. They have lost their leader. Men and women speak together in subdued tones. They have lost their superintendent. A woman sits solitary with her little boy and her little girl upon her lap. Papa is gone. Ohio school men and women stand in reverent silence. The profession has lost a man. All the generous plans for the future seem to lie in ruins. But not so, Mt. Vernon will never lose the influence of this man. Character is eternal.



The bells will cease to toll, the flowers will fade; the emblems of mourning will disappear, but the spirit and work of J. G. Leland will live on. In the heart of every teacher and child his spirit will live on, will blossom and bear fruit through the years. They all know his work was for them and the great tribute to his memory will be the carrying forward of his plans. His plans were so wide and far-reaching as almost to bewilder, but as the days go on everything will become clear, and then tears will flow afresh. The great joy of his life was that his Board of Education gave him their hearts, and encouraged him to go forward. They knew him to be a man — a man with a great unselfish purpose animating him every hour of the day, a man who was working for the teachers and the children. Therefore, they trusted him, and respected him. The beacon that guided him, from its high place, threw its light upon the years that are to be. His was not a policy for today, merely, but looked down the vista of time.

But he is gone. His place is silent. And yet there is a glory tinging the clouds as we recall his transparent manhood, his tenderness to wife and babies, his joy in finding the good in those about him, his purity of life, his high aspirations, his integrity in all matters, great and small. Never a life that he touched, but is the better for it, and this will be his most enduring monument.

#### **AN OHIO TEACHER'S EXPERIENCE WITH THE BUREAU OF UNI- VERSITY TRAVEL.**

By Mary E. Morris, Teacher of Literature and English, Newark, Ohio, High School.

After having had five months in which to cool off, my enthusiasm for

the methods and work of the Bureau of University Travel is still at white heat.

My prejudice against "parties" was so strong that it was with great difficulty that I was persuaded to join one last summer for a twelve weeks' tour in Europe. Before two weeks had passed, however, my views had changed so radically that I wanted all my friends to see England and the continent in the same delightful way.

There was a perfect freedom from care that meant a great deal to a tired school teacher. All tickets were purchased; all baggage — except the hand bags we carried — taken care of; all fees paid, except on the ocean steamers; all meals provided; all carriages ordered and paid for: in fact, everything done for us except eating, sleeping, looking, and listening.

Even better than all this was the way that the sight seeing was conducted. Each little party of twenty had a man of culture and education at its head. Versed in the history of art and of architecture, familiar with the best things in galleries and museums, he pointed out to us the beauty of form or color, the depth of meaning underlying the outward expression, and the greatness of conception involved in each production, whether of ancient, mediæval or modern times. A sonnet from Michael Angelo or a poem by Browning was forever invested with a new interest when read or quoted in the very presence of that which first called it into being.

The daily lectures all down through Italy and in Greece, recalled to our minds historical facts that had long been forgotten and gave us much that we had never known before — the product of the exhaustive

research and carefully assimilated thought of the specialists addressing us.

The delightful personality of our leader added much to the enjoyment of the trip. The charming poetical temperament and thoughtful kindness of our modest little Beloit professor, the ease of manner and admiration for all things beautiful of Dr. Willard, the clear-cut lucidity of Dr. Babcock, with his store of archaeological knowledge, the joyousness and contagious enthusiasm of Lorado Taft, the vim and fire and spirit of Dr. Powers, with his marvelous grasp of history and biography and art, and the gentle womanliness and remarkable executive ability of his cultured wife; these were almost the best things of all. Personal contact with these men, and the privilege of seeing things through their experienced eyes, made us many times richer in the things that are "worth while" when we landed in New York in September than when we set sail in June, and they will form a part of our permanent possessions for all time to come.

A trip under this unusual kind of leadership widens the outlook, broadens the horizon, and puts into the life of a teacher new enthusiasms for art and literature that are worth many times the amount of money expended.

#### **A NEW BOOK ON UNITED STATES HISTORY.**

By President S. D. Fess, of Antioch College.

Some books are of little value because they treat of subjects of little importance. In some instances the subject is important, but the authorship indicates a lack of knowledge either new or accurate, and it is possible that, with the subject all that

can be desired and a knowledge of it fully equal to the demands, there may be a lack of power on the part of the author to tell what he knows in a manner which will appeal to the interest of the reader.

In the new volume of 600 pages just issued by the World's Events Publishing Company, of Dansville, New York, and entitled, *The History of Political Theory and Party Organization in the United States*, there is a combination of importance of subject, and of authorship, with a knowledge of what ought to be said and a power to say it, that is as nearly ideal as possible.

The subject is of deep and permanent interest and its discussion at the present time when the United States is receiving world recognition as a world power is most timely.

The author, so well and favorably known in all sections of Ohio, has been a close student of the subject he discusses, for many years. Not only has he tested the accuracy of his knowledge by an appeal to the authorities found in the great libraries of the country, but he has also shown his power to teach the subject both in the class room and on the lecture platform. Dr. Fess knows his subject through and through to its very foundations, and as a speaker and writer he has rare power, not only in telling what he knows so that all who hear or read can understand his message, but also in inspiring his hearers and readers with the enthusiasm which has made it possible for him to know.

For many years it has been my good fortune to listen to his lectures on United States History, scores of times each year, and through the courtesy of his publishers, I have been permitted the real enjoyment of reading the advance pages of his

book. With this knowledge of what he has to say and the manner in which he says it, I most heartily commend this volume to the careful reading of every teacher or other person interested in a scholarly, yet simple and plain discussion of the foundation principles of the history of the United States. Dr. Fess has done a real service for the public in general and for teachers in particular in publishing the results of his long study and discussion of political theory and party organization.

Each and every page of this volume is so full of information interesting, suggestive, and inspiring, that any attempt to summarize its contents by a brief review must result in failure. The following table of contents indicates very clearly the scope of the work:

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O. T. CORSON.

#### UNIVERSITY ENGLISH.

The indifference of educators in our country towards this matter makes for a total absence of a standard, and it is this latter fact that makes the Question of American Speech, so perplexing. In all countries there are dialects and the errors of the common people; but ours is the only one that has no class whose usage is acknowledged as authoritative, and which is so good in itself as to be a matter of satisfaction.

Our teachers when approached upon this matter waive it lightly aside, saying it is a matter of home-training entirely—as, indeed, it is; and part of the home's duty is to

call so decidedly upon the school to do *its* share, that the latter cannot ignore the responsibility. This, in truth, is equally divided between school and home: parents should demand that teachers look out for the speech of their children, and teachers have a right to ask reinforcement from parents in their efforts.

This is done in well-bred circles in England (and on the Continent as well), and the result is, that a certain beauty of voice, agreeableness of pitch, neatness of articulation, and correctness of vowels must be attained, else a person is not considered educated.

The great English universities were primarily intended for the education of gentlemen—on the other side of the water a technical term,—but no one from a lower class seeking an education dreams of excluding good speech from his scheme of attainment. In fact, it is hardly possible for a man to come from Oxford or Cambridge with a rude and unpolished accent. The weight of the equipment there, other students included, makes for care of speech as a matter of course, although there may be many shades of difference in the pronunciation of a word, or the quality of inflections.

This is sadly untrue of our own country. If a child goes to the best school in the land saying "wuz" instead of "was," he will come out of it saying "wuz." If he goes to our foremost college calling his native land "Amurica," he takes his degree with honors and salutes "Amurica" in his graduating essay, and very probably talks about spreading the glorious English language to the ends of the earth as well.

The educational course seems to have no effect at all upon the speech. "You don't have to speak well to get

into college," said one young girl when approached on the subject. She told the truth, and she might have gone further and said, "You don't have to speak well to come out of it with flying colors."

The facts are all the more important from the consideration that only our universities are capable of setting a standard in America. Our regard for education amounts to worship, and what they advocate succeeds.

The two other great influences, in the matter of speech, the church and the stage, look to the universities. Did not Herr Conried in his prospectus for the New Theatre say that in a case of disputed pronunciation between actors, the decision should be left to a committee appointed by the four leading universities? The great preacher, too often, is a man who has had no early training in cultivated speech, and whose sole acquaintance with it is in the educational course.

Chairs in our universities are often filled by men who have come up from the ranks, and who by great personal force have obtained their present prominence. Owing everything to the strenuous life, as they do, they are inclined to underrate the graces that come by leisurely cultivation. If such men, on entering the educational course, had been immediately confronted with the necessity for beauty and correctness of speech, they would have added it as a matter of course to their attainments.

If spoken English were placed on a par with written English in our educational courses, many of the problems incidental to the great influx from the dregs of other countries in our democratic scheme of education would be solved. If a thorough study of the phonic laws of the

English language were made general, there would be less nervous terror at the scientific efforts being made to simplify the spelling, and a greater, more intelligent discussion of the principles involved, as well as a vast improvement in the speech of our educated classes.—*Louise Karr in Putnam's.*

## UNIFORM EXAMINATION QUESTIONS.

### THEORY AND PRACTICE.

The first five questions are based upon *Rational Living* by Henry C. King. 1. What is the relation of "hurry" to rational living? 2. To what does vagueness in thought and reasoning lead? What relation does the question of physical hygiene bear to this evil? 3. Mention some of the questions every one must face in making any sincere attempt at self knowledge. 4. What danger to the lecturer and teacher is voiced in the proverb: "The man who rings the bell cannot march in the procession?" 5. Why is it necessary that emotion should find outlet in action? 6. What means would you employ in the fourth and fifth grades to prepare the way for regular history instruction? 7. State the purpose of drill in teaching. 8. Cite examples of the analytic and synthetic methods of giving instruction. 9. In reading, do you prefer to have pupils read from their seats or come forward as a class? Why? 10. Give the substance of state law with regard to compulsory education in Ohio.

### ARITHMETIC.

1. Explain the principle of partitive proportion. 2. Write: a compound denominate number; a continued fraction; a compound ratio. 3. Paris is  $2^{\circ} 20' 22''$  east from Greenwich; will a traveler's watch be slow or fast, and how much, when he has traveled from the latter to the former place? Slow, 9 min. 21 7/15 sec. 4. Reduce to units of higher denominations: (a) 47384d, (b) 4567 gr. Apoth. (a) 197½ 18 s 8d. (b) 9 oz. 4 drams 7 gr. 5. Explain a method of finding the greatest common divisor of two fractions. 6. When will the hands of a clock be at right angles between 11 and 12 o'clock? (a) 10 10/11 min. after

11. (b) 43 7/11 min. after 11. 7. For what sum must a note for 2 mo. 17 da. be made so that the proceeds after it has been discounted at a bank at 7% may be \$895? \$908.60. 8. Simplify:

$(.00056542)^3$

$.000000002035.$

$(12.534)^3$

### GRAMMAR.

1. The book review is a form of composition increasingly important in this age of reading. We frequently wish to know what books have appeared that are worthy to be read, and what is their character, in order to judge whether they are of the kind to especially appeal to us. To tell just this, clearly and concisely, is the function of the book review.

The first six questions are based upon the selection given above. 1. By reference to the above illustrate a word, a phrase and a clause element. 2-3. Give the construction of five infinitives. Locate one example of an infinitive separated from its sign. Adverbs of which class may properly be placed between the infinitive and its sign? 4. Classify six adverbs and give the complete parsing of the first one found in the selection. 5. Dispose of reading (3), important (2), whether (7). 6. With regard to *this* and *what*, state as what parts of speech each is found. 7. Give a complete classification of conjunctions with examples of each class. 8. a. Give the conjugation of *lie* (to recline) in the past subjunctive, active; also all of its infinitives. b. Write sentences containing an example of each of the following: a collective noun; an abstract noun; a noun in the absolute construction.

### ORTHOGRAPHY.

1. Write all of the vowels of the alphabet with diacritical marks to indicate all of the respective sounds of each. 2. Write the name for each of the last three syllables of a polysyllabic word. 3. From each of the following words form two derivatives: moment, noble, peace, agree, cause. 4. Write three words in which "th" is used as an aspirate; two in which it is used as a subvocal. 5. Indicate the correct pronunciation of the following words: (accent, syllabification and diacritics): affluent, impious, heirloom, indict, turquoise. Write the following: Appealing, vengeance, ap-

palling, mendicant, besotted, thievery, apostle, sanction, sequester, troublesome, irreducible, solos, liquefy, abate, promissory, drudgery, Uhrichsville, curiosity, bossism, enamel, quorum, apothecary, scintillate, Marietta, tweezers.

#### U. S. HISTORY INCLUDING CIVIL GOVERNMENT.

1. Name three explorations conducted in America under the flag of Spain. 2. Compare the early settlers of Georgia with those of Connecticut. 3. Name three engagements of the Revolution in which Washington took part, and state the result of each. 4. Discuss American relations with France during the presidency of John Adams. 5. Show that Monroe's administration has been wrongfully called a political Era of Good Feeling. 6. For what principles did the Wilmot Proviso declare? 7. Give the substance of two amendments to the constitution that relate to the negro. 8. Compare the resources of the North and South at the beginning of the Civil War. At the present time. 9. Summarize briefly the political career of James G. Blaine. 10. Explain the present method of government of the Philippine Islands.

#### LITERATURE.

1. Give a definition of literature. With regard to each of the following, state whether or not you consider it literature, and why: the Speeches of William McKinley; the Book of Isaiah; the Records of the Proceedings of Congress. 2. Mention four of Whittier's poems that you have read and give a brief outline of one of them. 3. Whose literary reputation was made by *The Man Without a Country*? *Looking Backward*? *The Battle Hymn of the Republic*? *Their Wedding Journey*? *Thanatopsis*? 4. State some suggestions you would offer to pupils upon the value and method of use of periodical literature. 5. Name two American scientists and three American historians and mention one work of each. 6. Select two characters from the following, tell in what play they are found, and characterize each briefly: Marc Antony, Portia, Falstaff, Ophelia. 7. Which of Hawthorne's novels do you consider the best? Why?

Which do you consider the best adapted to school study? Why? 8. Name two prominent literary figures of England in the time of Elizabeth; two in the time of Cromwell; two in the present time.

#### GEOGRAPHY.

1. Name the six grand divisions in the order of area: population. 2. How would you show to pupils that the nature of the coastline of a country influences its civilization? 3. How does the climate of the Pacific coast states differ from that of the Atlantic coast states in the same latitude? Why? 4. Name two plants that yield sugar, two that yield oil and two that yield fibre, and state a locality where each grows abundantly. 5. Trace an all-water route from Singapore to Bahia. 6. Mention one river, one city and one industry of each of the following: Manitoba, Arkansas, Turkey in Asia. 7. Name two states in the United States whose natural resources are largely undeveloped and state the nature of these resources. 8. Name the counties of Ohio, with their county seats, that border on the Ohio River or that border upon Lake Erie. 9. Locate the British possessions in Africa and give two reasons why they are valuable to Great Britain. 10. What and where is each of the following: Archangel, Aconcagua, Albermarle, Aden, Atlas?

#### PHYSIOLOGY.

1. Give the composition of the blood, and state as far as you are able, the functions of its different constituents. 2. Name the different kinds of joints in the body and give an instance of each. How are the joints protected? 3. What is the thoracic duct? The portal vein? 4. Explain three ways in which the skin gives off heat. 5. Name two ferments of the gastric juice, and show the value of each in the process of digestion. 6. Describe the sympathetic nervous system. 7. Give the number, names, and functions in circulation, of the valves of the heart. 8. What is the effect of tobacco upon the throat? Of alcohol upon the blood? 9. State your method of ventilating a stove-heated schoolroom. 10. What is the difference between a contagious disease and an infectious disease? Name an effective disinfectant.

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## WAITING.

Serene I fold my hands and wait  
Nor care for wind or tide or sea.  
I rave no more 'gainst time or fate  
For lo, my own shall come to me.

I stay my haste, I make delays,  
For what awaits this eager pace?  
I stand amid the eternal ways,  
And what is mine shall know my face.

Asleep, awake, by night or day,  
The friends I seek are seeking me.  
No wind can drive my bark astray  
Nor change the tide of destiny.

What matter if I stand alone?  
I wait with joy the coming years;  
My heart shall reap where it has sown  
And garner up its fruit of tears.

The waters know their own, and draw  
The brook that flows from yonder height;  
So flows the good with equal law  
Unto the soul of pure delight.

The stars come nightly to the skies,  
The tidal wave unto the sea;  
Nor time, nor space, nor deep, nor high  
Can keep my own away from me.

—John Burroughs.

## UNIFORMITY OF TEXT BOOKS.

BY SUPT. C. L. VAN CLEVE, MANSFIELD.

Personally, I do not favor a uniformity of text-books for Ohio schools, but I think another campaign of school-book adoption like the one we have just survived will bring the opening of the Pandora's box of uniformity. Rightly or wrongly, the people are suspicious that these changes were brought about by indirection, to use a very mild term.

But entirely aside from the prejudice aroused by the wholesale changes in books during the summer last past, I do not think there is any serious public demand for uniformity. I cannot see any sound basis for reasoning for uniformity and therefore seem to be doing a work of supererogation in giving any reasons why there should be none.

I do not favor state uniformity because the conditions of school privileges are not uniform. Every school studies the traditional three R's, but there is a vast difference between texts used and discussions made possible through the differing conditions of school attendance and equipment. What is possible to accomplish in a city with well-paid teachers, expert supervision and superb appliances, is entirely out of the question in the remote districts where it is still true that the legal eight months schooling cannot be provided the children because of the poverty of the taxpayers.

I do not favor uniformity of text-books for the state because there is no uniformity of local conditions as

regards population. We talk sometimes about the homogeneity of our people, but when we do, we take counsel of our ignorance. The character of text-books adapted to a prosperous manufacturing center is not of the sort that would be most serviceable to a purely rural community or to a fine county-seat, dependent upon it.

I do not favor uniform text-books because I believe such action would lower our already too low educational ideals. We have a law on our statute books, making it the duty of the State Commissioner of Common Schools, to classify high schools and both the present incumbent of this high office and his immediate predecessor during whose term the law was enacted, have done yeoman service to make the law effective, but so far they have made only what our French friends call *succès d'estime*. They have been called upon to make bricks without straw, and their failure to do so is not chargeable to the workman, but to his defective tools. It is an absurdity to talk of classifying schools without the aid of competent, fearless inspectors. Any man can put upon paper, a course of study, and by dint of much industry may gather together a "library" of congressional reports or long obsolete books of a general character; by straining a point, too, he may certify to the possession of a "laboratory," a *multum-in-parvo* cabinet perhaps, and what is to prevent the calling of the high-school over which he presides First Class? Nothing but a



decent regard for the truth. Uniform text-books *prescribed* in a paper course of study would remove a very effective barrier to the clean-cut discrimination now made by at least one Ohio college which does inspect.

I do not favor uniformity of text-books for the same reasons that I do not favor uniformity of wives and sweethearts. Tastes differ. I know competent teachers who cannot abide a certain Latin Grammar, but who get no better results from the book of their choice than some one who dotes on the self-same book they hate. I have seen some pretty fair teachers who knew how to handle the particular arithmetic text which usage had made them familiar with,

who were at sea in another and perhaps a better one.

Until we can have more nearly uniform conditions as to length of school year, material equipment, homogeneity in population, consonance in ideals of honesty, pedagogy and tastes, in texts as well as skill in teaching them, I believe we will do well to let well enough alone, and yet I am no "stand-patter."

I have given here five reasons which I think are "sound" upon this question; there are others, but I prefer not to tell all that I know, for the reason given in the Arab maxim: "Tell not all that thou knowest, for thou wilt then be sure to tell something that thou dost not know."

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## BEGINNING AT THE WRONG END.

BY HON. C. C. JAMES. TORONTO, CAN.,

Author of "Elementary Agriculture."

Why do we not educate doctors, lawyers, dentists, teachers and preachers in the same way that we do farmers?

Here is a young man who is going to be a doctor. Let us send him to a public school and teach him to read, write and make simple mathematical calculations, and then send him out to practice on people as best he can. He masters a few principles by helping some experienced doctor; he stumbles along and picks up a few patients, keeping those who survive his experiments. When he is approaching middle age, we organize medical institutes, we send out some skilled physicians and surgeons who unfold to him, for the first time, the mysteries of his profession, and who endeavor to interest him in the

science underlying his art. We send him some valuable bulletins, over which he labors and the secrets of which he but partially comprehends. The doctor protests that he is treated in a most irrational manner, a large part of his life has been wasted, he is now a man, his young manhood was neglected and the time for this instruction has gone by. All this special training should have been given to him when he was in a receptive, teachable condition. Why did he not get this special training when he was younger? Why did he not have the science along with his art? Ah, well, you say, surely he should not complain — the method of training and education of our agriculturists should be good enough for the doctors. But it is

not. The doctors say it is not, and people make the laws as they stand today. And so the medical profession has adopted its present line of training and education. Is it rational?

Here is a youth who intends to become a lawyer. As soon as he has mastered the three R's he says that he will set up his office, he will go to the courts, he will look for clients, he will work his profession simply by practicing or by trying to practice. But the law steps in and puts up a barrier. His brother lawyers control him and his training. This young man must become trained in the law, he must study first and practice afterwards. It will not do to send him instructors when he becomes a man. He must develop his mind in a legal mould. While he is growing and expanding, while his senses are keen, his memory retentive and his receptive powers are at their best, he must learn the science of the law. All wrong you say, for surely we do not train the great mass of our farmers in that way. There must be something wrong somewhere. Are we unjust to the lawyer in our present exacting of this special training? There is a mistake being made either with the lawyers or with the farmers.

And what about the teachers? What do we mean by these Model Schools, these Normal Schools and Normal Colleges? The law says that teachers must first receive special instruction in pedagogy—teachers must first be trained to teach and must be tested.

All through our mechanical operations the same principles are being introduced. Instruction along the special lines of their work must be given to men when young to be effective, to be productive of most benefit.

But when we come to agriculture, how different it is! We have been saying to the young man who is to be a farmer, "Get a little education, just a little; then work yourself into a practical farmer, and when you are full-grown, when you reach middle age, we will organize institutes and send to you experts who will teach you the wonderful mysteries of your work. When your bodily strength is at its maximum, when your habits have become fixed and your mind has lost the keenness and curiosity of youth we will try to interest you in the science of your work. When you have lost much of the relish of reading we will send you bulletins to read, when you have become fixed and stable, we will try to bend your inflexible nature into new forms." You heave a sigh and say; "Ah, well, it's too late now—why did I not get this when I was younger, when I was inclined to study, when my expanding nature was ready to receive instruction? If only I were a young man again, I could take all this in. I could profit by this instruction—it's too late now to do me all the good that is intended."

Some people wonder why the farmers are slow to move, why they do not more readily adopt the teachings pointed out to them at Institutes and Conventions. Is it their fault altogether? Human nature is human nature, whether in agriculture or in professional life.

Is it not about time that we consider the proper training of the farmer to be as important a matter of national concern as the proper training of our professional men? If the education prescribed for our professional men is rational, there must be something irrational in the training of our farmers. Institutes and Con-

ventions are better far than nothing. Better to have reports and bulletins and addresses from matured farmers than none at all, but how much more effective all these would be, if the men to whom they are addressed, had received some preliminary training in the science as well as the art of their work. Some of the old countries of Europe have become thoroughly aroused to the importance of this question and there are signs here and there that in the newer lands of North America, there is an awakening to the fact that to educate a farmer you must begin at the educative period. One dollar spent in instruction in the scientific principles of agriculture, during youth, will

do more good than ten dollars spent on a farmer of mature years. Our present system is an attempt to move the great mass of agriculturists by working from the top downwards, but the trouble is, we are always working on top, we do not get down. The only rational method and the only way that promises sure and permanent success, is by beginning at the bottom. Is it not about time that we all, farmers and professional men, financiers and manufacturers, teachers and students, gave careful consideration to this question as to whether we are not working at this great problem of rural improvement from the wrong end?

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## THE TEACHER'S FORESIGHT.

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BY D. A. FERREE, MARTINSVILLE.

It is said that a noted statesman of our country, at one time, waiting for a change of horses to the stage-coach, was standing on the summit of the Appalachian Mountains, looking westward. His body was erect, his cloak was drawn tightly about his shoulders, and his eyes had an intent but distant look. His whole deportment betokened a vivid inner contemplation, when a friend inquired: "What are you doing?" "I am listening to the tramp of oncoming generations" replied the statesman.

What a keen perception and happy faculty to be able to stand in the present and to hear or see the future. What a splendid power it would be for a teacher to be able, like this

man, to hear the steps and see the forms of the oncoming generation, whose direction and instruction he is now undertaking. If he could see the path which each pupil would follow when he has gone out from the public school, how many words of good counsel might be given for the journey, how many rough places in that path might be made smooth, and how many thorns might be taken away.

Is it not possible for a teacher of the higher grades or of the High School to learn in what direction this path leads, and to discover that future life work for which the pupil is best fitted? Is it not possible for a teacher to judge from the acts and habits of a boy, somewhat of the

characteristics of the man? If a teacher is fitting those under his care for "complete living," surely one duty is to make every effort to discover the future environment of that life. Not to determine in absolute detail of action, the pupil's after life, but to help him to a larger and better appreciation of the nobility and necessity of labor, is the teacher's privilege.

Occasionally a pupil desires advice as to his future work and when the teacher suggests an occupation for which he believes the pupil has the ability and adaptability, the answer comes back. "I don't believe I could do that." The difficulty may be that the pupil dreads the labor of that calling or the necessary preparation. Here is the teacher's opportunity to inspire in that pupil, a love for work and an appreciation of the advantages resulting from the pursuit of an honorable calling; further, to impress upon him the necessity of thorough preparation and persistence in application.

One remark often made by a teacher known to the writer is, "If I give my pupils nothing but what is in the textbook we study, my work is a failure." Textbooks are among the teacher's most valuable tools, but he must remember they are only tools, the right use of which, as of all other tools, must be one of his chief concerns. Neither the dull routine of "reciting" an assignment from a text, nor the promotion of the personal whims of a teacher constitutes a school, but the promulgation of living knowledge by a live teacher before active pupils, fills the requirement of a school in the real sense. Supplemental to this, and of vital importance also, is the inspiration of a teacher's well-ordered daily life. Not what we profess and preach and

advocate, but what we live, counts for inspiration.

One means, found by the writer, to be more successful than the textbook in promoting knowledge and giving clear ideas concerning the occupations of life, was a series of lectures given to his high-school by the different professional and business men of the village. In the first half of the present year, eight lectures were given, representing, at least, four different occupations. Some chance remark of a pupil concerning these may lead the teacher to see the tendency of some mind toward one of these occupations. It is then that words of counsel and inspiration will have the greater effect. It is then that the mind is ready and most receptive to such words.

A young teacher had just attended his first session of a normal school when one of his acquaintances who was older and already engaged in professional work, said to him, "Why don't you go to college at D——?" For want of time, but few words more were said on the subject, but the young teacher soon took occasion to call on his friend for further information and inspiration. But try as he would, he could get nothing further, and was forced to less reliable sources for advice.

Advice may be cheap, as is the common saying, but the right kind in the right place, is invaluable and no teacher should fail to be ready to give it at the right time, neither should he shun the duty when the occasion comes. "Cheap" advice comes from cheap and unreliable sources. The teacher should be the one principal and reliable source of advice as to the pupil's future professional path. Why? Because in the cases of more than half his pupils he has a better knowledge of the

pupil's inclinations, ability, and character, than even the pupil's own parents. It is a true, though unfortunate condition, that parents often allow their children to follow immature conclusions regarding what they shall do or, worse still, to be led by injudicious and unwisely chosen associates.

In reply to the question "What do you intend to do when through with school?" the following may be taken as sample answer: "I expect I shall be what my father is." "I should like to get into business." "I want to be a music teacher." "I should like to teach school if I thought I could pass the examinations." "I want to be a doctor, but I haven't the money to go to college." "I don't know." "I haven't any idea what work I am fitted for." Too often the last two answers are predominant among all those obtained. Political economists tell us that a nation's wealth is in proportion to its ability to look forward and provide for the future. Will not the same principles hold true for preferment in professions, as for advancement in finances? Surely a decided improvement could be made in the personnel of all professions including school teaching, if those entering them should plan their work and lives farther ahead and not be compelled to rush into work with insufficient preparation. A farmer will plan for a year or two years

ahead to market stock, five years to build a house or barn, and twenty years to mature an endowment policy and buy a farm, yet often will fail to plan or provide six months in advance for the future welfare of his children.

Teachers' institutes have ceased to give their members academic work and have rightly become professional and inspirational in nature. A teacher's work in shaping a pupil's future occupation must be of this latter class: inspiration to make the most of his life, whatever be his occupation. It is often true, that it takes as much preparation and inspiration to make a good farmer as to make a good lawyer or minister. The pupil who is fitted and whose surroundings are conducive to farm work, is as much entitled to encouragement and advice from his teacher as one whose inclinations tend toward what are known as the higher professions. No definite time or place can be specified for determination of one's life work. Some are ready early, some later. The skillful teacher will note from a pupil's work that his thoughts are on things in the future and just as he would draw out an important principle in mathematics or science, so will he bring out the desires of the pupil and lay down for his conduct, those laws and rules of action which he is sure to need.

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## OPINIONS OF THE ATTORNEY GENERAL.

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JANUARY 8, 1907.

HON. E. A. JONES,  
*State Commissioner of Common  
Schools, Columbus, Ohio.*

DEAR SIR:—Your letter of recent

date requests opinions on four questions which I will take up in order:

*First.* Section 4022a provides that when pupils live more than one and one-half miles

from the school to which they are assigned in the district in which they reside, they are entitled to attend a nearer school in the same district, or if there be no nearer school in said district, they may attend the nearest school in another school district, in all grades below the high school, and the Board of Education of the district in which they reside is compelled to pay their tuition.

When this is the case and one of the pupils or a parent of a pupil is a tax-payer in the district in which said pupil attends school, can the amount of school tax paid, as specified in section 4013, be credited on the tuition bill which the *Board of Education* has to pay?

This question must be answered in the affirmative. Section 4013 R. S. provides:

"When a youth between the ages of six and twenty-one years or the parent of such youth owns property in a school district in which he does not reside, and said youth attends schools of said district, the amount of school tax paid on such property shall be credited on the tuition of said pupil."

This statute does not limit the credit to cases where the tuition is paid by the pupil himself. Section 4022a, requiring the Board of Education to pay the tuition of the pupil in the case put by you, was passed at the same time as section 4013.

*Second.* Has the Board of education of a school district authority to provide for the pensioning of its teachers under section 3897b R. S. if less than one-third of the teachers of such

district have accepted the provisions of that act?

Section 3897b R. S. provides that the school teachers' pension fund shall be under the management and control of a board of trustees, a certain number of whom must be elected by the teachers who have accepted the provisions of the act. The statute further provides:

"The first election to be at a meeting to be called by such superintendent when one-third of the teachers of the public school district shall have accepted the provisions of this act."

Section 3897c R. S. provides for notice to all school teachers of the resolution passed by the board, declaring the advisability of creating a school teachers' pension fund and requires the teachers to notify the board in writing in thirty days whether they consent or decide to accept the provisions of the pension act.

"And from and after the *election of the board* of trustees herein provided for, the sum of \$2.00 shall be deducted from the monthly salary of each teacher who may have accepted the provisions of this act," etc.

A legal board of trustees cannot be elected until one-third of the teachers have accepted the provisions of the act. The board of education has no authority to manage the pension fund nor to delegate its management to any other board than the one expressly provided for by the statute above referred to. If one-third of the teachers of the district do not notify the Board of Education of their acceptance, the board has no authority to take any further action toward the establishment of a pension fund.

*Third.* In the event that no special appropriation was made for the payment of state aid to weak school districts provided for by S. B. 103 (98 O. L. 200) can this deficiency be paid from any other fund or is there any other way through which state assistance can be furnished to meet the requirements of the law before the next session of the General Assembly?

There is no state fund out of which the payments referred to can lawfully be made, the General Assembly having neglected to make any appropriation. Boards of education in districts which are entitled to state aid may contract to pay teachers \$40.00 per month, but such contracts should expressly provide that the payment of the full salary is contingent upon the subsequent appropriation by the Legislature. There is, of course, no certainty that the Legislature will make such appropriation.

*Fourth.* When a board of education of any school district makes a levy of only six or seven mills or any rate less than the maximum, and as a result, does not have sufficient funds to pay the minimum salary for eight months and can continue the school only seven months, at the \$40.00 rate, can said board of education be compelled to meet the requirements of the law? If so, what should be the mode of procedure?

The act to provide state aid for weak school districts does not require boards of education to make the maximum levy. It encourages boards of education to keep their schools in session for the full eight months by providing that in case the board, after making the maximum levy, has not sufficient funds to pay

\$40.00 per month for eight months the state will make up the deficit.

Section 4007 R. S. provides that each board of education

"shall continue each and every elementary day school so established not less than (twenty-eight) thirty-two nor more than forty weeks in each school year." etc.

This statute is mandatory in form. It must, however, be read in connection with other statutes in *pari materia*, and section 3969 R. S. passed on the same date as section 4007, provides:

"If the board of education in any district fail in any year to estimate and certify the levy for a contingent fund as required by this chapter, or if the amount so certified is deemed insufficient for school purposes, or if it fail to provide sufficient school privileges for all the youth of school age in the district or to provide for the continuance of any school in the district for at least seven months in the year \* \* \* the commissioners of the county to which such district belongs, upon being advised and satisfied thereof, shall do and perform any or all of said duties and acts in as full a manner as the board of education is by this title authorized to do and perform the same." etc.

Reading the two statutes together, my conclusion is that the requirements of section 4007 R. S., that schools shall be continued for eight months, should be construed as directory rather than mandatory. It is undoubtedly the duty of boards of education to keep the schools open for eight months in the year if the funds available render it possible to do so, but I regret to say that under

existing statutes I do not believe mandamus would lie to compel the performance of this duty. The statutes should be amended by the next General Assembly so as to harmonize the provisions as to the length of the school session now found in

section 3969 and 4007 R. S., and in the recent act to provide aid to weak school districts (98 O. L. 200).

Very truly yours,  
(Signed) WADE H. ELLIS,  
*Attorney General.*

## FRENCH IN THE HIGH SCHOOL—A PLEA.

BY GERTRUDE SEE JACKSON, PORTSMOUTH.

It is a source of gratification to every Ohioan, to know that the schools of his native state rank, in point of excellence, among the foremost in the country. The boy or girl who completes a course in one of our high schools, has a fair education even if he goes no further. Yet with all their commendable features, there seems to be one respect in which the high schools of Ohio are deplorably weak, and that is in the fact that so few of them include the study of French in their curricula. Unless the writer is in serious error, of the large number of high schools in the state, there are but fifteen which offer courses in French. On the other hand, most of these schools provide at least a two years course in German, and many of them have a four years course. It is not the purpose of this article to decry, in any sense, the value of the work in German, nor to seek to displace it by French. That would be both unnecessary and unwise; unnecessary, because the presence of the one need in no way preclude that of the other; and unwise, because to supplant one study by another would not be to broaden the scope of the high school, but to restrict it. The study of both languages is valuable, and in schools

of the standard of those of Ohio, there should be room for both.

Many people have the erroneous idea that French is not what they call "practical." That misused, misunderstood word has been the slogan of the Philistines for years, and the bugbear in the path of educational progress. Unless, forsooth, the exact value of a given thing can be computed in dollars and cents—away with it, it is not "practical!" But the study of French, even from this narrow standpoint, is very valuable. With the exception of English, French is undoubtedly the most universally spoken of all the modern languages. One who has a knowledge of French and English will, in most cases, be able to travel almost anywhere, without suffering any inconvenience in the way of making himself understood. That alone is no small consideration. To the objection raised, that the average high school pupil is not apt to travel very extensively, it can be replied that no one knows as to that, and even if he should never stir from his own town, he would have everything to gain and nothing to lose in being equipped with a knowledge of French. But can the average course of the high school course give a complete train-



ing in anything? Is that its purpose? Is it not rather to start the pupil on the path of knowledge and let him determine for himself, after the high school has done its duty by him, whether he is to carry his pursuit of knowledge further, or to rest where he is?

It has also been urged that the study of French can easily be taken up during the college course by those who desire it, and that its place can be better taken in the high school by something that will be more immediately needed by the pupils; in other words, that the pupils who are preparing for college and desire to study French, can get it after they go to college, and consequently do not need it in the high school. Assuming that to be the case, why must the pupil be obliged to spend a precious year of his higher education in acquiring the rudiments of that which he might just as well as not, have made a part of his college preparatory work? The student who is compelled to begin his study of French after he enters college, has practically lost a year, for he must forfeit just so much time which might have been devoted to the more advanced study of the language.

A large percent of our high school graduates become teachers, and almost every teacher, whatever be his or her specialty, is at some time or other called upon to teach English, the demand for instruction in that subject being far greater than the supply. Now to the teacher of English, a knowledge of French is almost as important as a knowledge of Latin. We must not forget the part that the Normans contributed to the English language, and in teaching, we are forced to recognize it. The teacher of English who is enabled to refresh this knowledge at first hand

from her acquaintance with French, has an immense advantage over the one who constantly must have a dictionary at her elbow when studying the etymological aspect of our language with her classes.

From the standpoint of general culture, a knowledge of French is not only advantageous, but almost imperative. France and things French exert a powerful influence on the drama, the novel, customs, art, and the polite world in general. Then, there is an inestimable pleasure and benefit to be gained from reading the masterpieces of literature, in the language in which they were written, and France's contribution to the great literature of the world is by no means slight. One who knows Molière, Corneille, Balzac, Hugo, and Sainte-Beuve merely through the medium of translators, sees only their reflected images, the artists themselves and their real art, are closed books to him.

Ought not the high schools of Ohio, strong as they are in every other respect, be able to remedy this defect, — their failure to provide an opportunity for those who desire it, to be given instruction in French? It can be utilized both by those who enter college, and by those who engage in commercial life immediately at the close of the high school course. Frequently in business life, there will arise a necessity for a knowledge of French, and the man who is provided with that valuable asset, may some day discover that it was at that point he encountered the flood-tide of success. Charles the Fifth, once declared, that a man who knew four languages, was worth four men. The employer of today who suddenly finds himself confronted with a need of some one who understands a little French, and discovers at the same time a clerk who can satisfy the de-

mand, will not gainsay the old warrior's statement, nor be likely to part with his clerk very rapidly. No one knows to what position he may be called during the course of his life, nor what demands may be made upon him. America is a land of psychological moments, and it is well to be prepared for them. But perhaps such a demand for French may never arise, what then? Suppose it should not, is that an argument against the possession of the means of satisfying it? The average man may never

have a vital heed of knowing how to swim, but if he should, and lacks the knowledge, the result would be serious, to say the least. No knowledge is superfluous, for though it may, in seven cases out of ten, not be essential, yet, in three it may, and the exceptions justify its existence. Any one can supply the ordinary demands of life; it is the man who has the means of rising to a case of emergency who is to succeed in this day and age.

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## A PLEA FOR A NEGLECTED SIDE OF NATURE STUDY.

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BY R. C. PECK, COSHOCTON.

If the question were asked, which most interests a normal, healthy boy, a locomotive or a butterfly, we would not hesitate long for an answer. To be sure, the latter lends itself more readily to immediate observation in the school room and doubtless makes a stronger appeal to the aesthetic sensibilities of the teacher, but the iron horse is never far away, and certainly appeals more directly to the heart of Young America than the sentimental study of entomology. It has, moreover, the advantage of offering a much better opportunity for applying and illuminating the other subjects of the curriculum, especially history and mathematics. What a romantic tale of pluck and courage it is, the history of this one invention, and how interwoven with the development of our country, no less interesting now that its days of supremacy are nearly numbered.

But the object of this article is

to emphasize the opportunity which physics and chemistry, as well as biology, offer the teacher of improving the instruction and enriching the lives of the boys and girls in her school room. One object, if not the object, of education, is to open to the mind, new avenues of enjoyment, and the object of nature study is to open our eyes to the fact that we are surrounded by a world of intensely interesting things which it is our heritage to enjoy. Now among these things the rising of bread in the oven and the working of the arc light on the street are just as interesting and just as important as the life history of a caterpillar. The grade teacher naturally feels shaky herself on these topics in dealing with wideawake boys and helps are not as plentiful as they are in the bird and bug line, but where there is a will there is a way, and the teacher who can show the boys that she knows more than

they do about the things which puzzle and fascinate them outside, has the key to their admiration—and their parents' too, when they find their children taking an intelligent interest in the affairs in which they are engrossed. I shall never forget the pride with which a mill superintendent told me of his boy who had been pressing him for an explanation of the eccentric in the factory engine.

The great reason why children are so lukewarm in pursuit of the valuable studies we impose upon them, is that they do not see the use of it all. It is irksome for some of us older ones to cram up for a teachers' examination in lines we make no use of in teaching. A boy needs to see that his mathematics is leading him somewhere. Our text books have recognized this in turning to the business world for material for their problems. Why not set the boy to using his mathematics, calculating the movements of a machine he can see swinging before him, and can make for himself? Anybody with two hands, a one cent ruler, paper of pins, six fish hooks, and a string, can make a lever which will furnish a number of interesting problems and make clear such practical topics as the gearing of a bicycle and the differ-

ence between the driving wheels of a passenger and freight locomotive. A piece of mosquito bar over the mouth of a bottle of water, will hold the water in the inverted bottle quite contrary to the expectations of the youngsters and furnish an excellent text for a talk on air pressure, pumps, breathing, etc. A thin funnel, length of cheap rubber gas tubing, and the nozzle of a syringe, give the key to the city water works system and provide some fine problems for young hydraulic engineers in the school room. Two lamp chimneys, a candle, and the cover of a shoe box, with the help of an old fashioned paper lamplighter, will give away the secret of ventilation and the various forms of stoves and of chimneys. With a few experiments with oxygen and carbonic acid gas, you can make the stupidist pupil in the physiology class take an acute interest in the subject of respiration. A little help from the village drug store will be necessary here, but the judicious use of fifty cents will be sufficient for several repetitions of the work.

The eagerness with which the children welcome anything of this sort is almost pathetic, and the friendship with pupils which it often opens the way for, are worth having. Just try it and see.

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## TALES OF A TEACHER.

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BY CHARLES I. BAKER, TROY, N. Y.

Did you ever teach school in the country and board 'round? It was my fortune to have a winter of it in northern New York.

One evening my carpet bag and its

owner, arrived at the home of a well-to-do farmer who economized in fuel and household space. The parlor was closed; only the presence of death or Mary Jane's young man,

would cause it to be opened. One room was used as kitchen, dining room, sitting room and bed room.

After supper, we sat around the wood fire in that combination room, told stories and did "sums" including that one about the frog in the well and his progress towards the surface. This problem is the oldest production of human intellect. It is the work of Adam 1st, and was dedicated by the author to country school teachers.

Finally all the family except the farmer, said "Good-night!" and went up stairs. He said, "Well I guess you can sleep in that bed; you won't freeze there I reckon." And he was right; it was warm enough for me.

The bedstead was of the high post variety and surmounted by a mountain of feathers. Jumping from a chair into the center of the bed, I floundered around and at last rose to within a foot or so of the surface. One's thoughts are apt to be confused under such conditions, but one thing was clear to me; the hired girl would be down early to get breakfast. Of course, it would be necessary, at least highly advisable, that the teacher should be dressed not later than five o'clock next morning, and the resolution was formed then and there, that when the kitchen maid should arrive, the new boarder would be reading by lamp light, Baxter's "Saint's Rest."

But the best laid plans of country school masters sometimes miscarry. When I awoke, Jennie was setting the table and the coffee was boiling. Doubtless other members of the family would soon appear, but when and how should I appear? Certainly prompt decision and action were imperative. The girl promised to leave my apartment for a short time only, "because" said she, "I'm late and you must hurry up." She went into the

pantry, and I, with one eye on the door of that room and another towards that leading to the chambers, began strenuous efforts to get inside my clothes. Some time was lost before the difference between a coat sleeve and a section of pantaloons, was apparent to me. Misfortunes are twins.

The water in the tea kettle began boiling over, making a loud spluttering. There was imminent danger that the stove would be broken, but Jennie was equal to the emergency. She ran in and lifted the kettle from the stove but the lid fell off and the steam caused her to drop the hot and heavy thing on the floor.

The commotion awoke everybody in the house, and to this hour I can hear the farmer and his wife as they jumped from bed and rushed down stairs. The girl disappeared and I wanted to vanish but couldn't. As it was early in the morning, my callers did not wear evening clothes. And I, well, I wasn't dressed for company.

Bounding into my room the head of the family shouted: "What is going on here? I want you to understand, sir, that I won't have any such doings in my house." "You horrid creature!" shrieked the wife; "Where's Jennie? Jennie! Jennie! come here this minute!"

The girl came, pale and trembling. She was asked half a dozen questions before there was a chance to answer one, but with rare patience and tact she finally succeeded in satisfying her mistress who proposed that we "dress for breakfast."

Every night for a week, I slept in that bed. Every morning, Jennie accepted an invitation to "Stand behind the pantry door." Seven winter mornings I dressed by that kitchen fire, but the tea kettle didn't boil over again.

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If each teacher could make each pupil a replica of himself how it would reduce the general average. It is far better to have the pupils develop into their own best selves than to become a second edition of the teacher, however excellent the teacher may be.

\* \* \*

JUDGE Lindsey of Denver says "The school boards which crowd forty or more pupils into one room and give them into the charge of one overburdened teacher have much to answer for." Still there are those who think that this teacher and these boys are all having a picnic.

Of course the boy very often seems to invite annihilation and we may long for a stone-crusher with which to express our feelings, but it is far better not to yield to temptation. The boy will be a member of the school board in a little while and then we'll wish we hadn't.

\* \* \*

THROUGH an unexplainable and unexcusable blunder the name of the author of the excellent article on "An Ohio Teacher's Experience with the Bureau of University Travel," published in the February MONTHLY, was printed "Mary E. Morris," when it should have been May E. Moore.

\* \* \*

To read one of the books of the Reading Circle knowing that, at the next examination, some of the questions will be based upon this book, now that is the sort of preparation for examination that must commend itself to everybody. That sort of intensive study betokens the real student and makes for real scholarship.

\* \* \*

A PARAGRAPH in a recent book of fiction reads as follows: "The best thing that can be said for any of us in general, is, that up to date, it aint recorded that the Almighty has appointed any one of us, on account of our supreme purity, to act as chief stoner of the Universe. Mighty few of us, even, has any license to throw pebbles."

\* \* \*

THIS boy thinks he has the very best teacher in the whole world and her praises are sung in his home at every meal and at every family conference. To him she is the sum of all perfections, the *ne plus ultra* of human kind. It is a great tax upon the teacher to live up to the boy's

ideal, but she is the only one who can disillusion him.

\* \* \*

THERE is always one door open in the storm and that door is the mother's heart. The teacher takes the place of this mother for a few hours each day and she becomes the child's refuge in time of trouble. When the heart autobiography of this child is written the teacher will be prominent if she has shown the large sympathy of the mother.

\* \* \*

A POSTAL card addressed to the Flower Mission, Caxton Building, Cleveland, Ohio, will bring a circular telling the plan of this organization in encouraging children to plant flowers and giving a list of flower seeds that may be had for one cent a package. It is none too soon to begin planning for this work and certainly every teacher can afford a postal card just to find out the plan.

\* \* \*

IF the school-girls would arise in their beauty and strength against cigarettes and those who use them this particular evil would soon vanish from among the school-boys. Just how any sensitive girl can tolerate a boy who reeks with the vile odor of cigarettes is past comprehension. Her olfactory organs must be less sensitive than we are led to suppose.

\* \* \*

HOWEVER anxious we may be to have our school get on it is useless to try to push it along with our nerves. That sort of motive power is never effective. On the contrary, it tends to produce reactions that lead to unpleasant consequences and send the teacher home in the evening with a thumping headache and

the children with aches of various assortments and sizes and in all the moods and tenses.

\* \* \*

CERTAINLY he belongs in the awkward squad. The teacher needn't tell him that. He has known it this long time and this knowledge has only accentuated his awkwardness. If he could only forget the fact he would appear to better advantage. The teacher who constantly reminds him of it is guilty of a species of refined cruelty. On the other hand, the teacher who tactfully leads him out of himself is doing him a service that he will not forget.

\* \* \*

Book education alone may give light but never warmth. Here is the teacher's work and just here those qualities which are all included in personality, find their highest mission. Here the tones of voice, the expression of the face, the light of the eyes, the movements of hands and body all make their influence felt. These are the power that works with and through the books in producing warmth, these the elements without which there can be no real teaching.

\* \* \*

THE teacher who inculcates in her pupils a love for flowers has done them a real service and we are now approaching the season for planting. We hope to see the time when a school-house without a flower-garden will be conspicuous because of its oddity. It lies within the power of every teacher to have at least a small bed of flowers about the school-house and it will be worth many times what it costs in time and money.

\* \* \*

At the psychological moment the afferent and efferent nerves became

mixed up with the motor areas so as to impede peaceful apperception and the reflex action collided with the ganglia as they were trying to react upon the stimuli. At this juncture a boy arose in his place and, with the air of a victor, declared in tones that produced conviction that the square on the hypotenuse equals the sum of the squares on the other two sides.

\* \* \*

A SCHOOL man passed away not long ago and while his body awaited the rites of burial the President of the Board of Education received a letter with reference to the vacancy. The letter he promptly consigned to the waste-basket on the theory that any man who lacks delicacy and a nice sense of propriety in such a case is not the man they would want in their schools. There is an oft-quoted sentence about certain people "rushing in where angels fear to tread."

\* \* \*

TO BE petty is to be a sinner for the soul is an organ of generous proportions and pettiness does violence to this conception of the soul. There is a happy medium between *parum* and *nimum* and any transgression of either gives a feeling of unwisdom. The teacher who gave the servant a tip of two pennies for special services illustrates one extreme, but the act did not tend to exalt the teacher in the eyes of the servant. A soul of that size can not fill a school-room full to overflowing.

\* \* \*

SALARIES of teachers are advancing at a rate that is most encouraging, but when boards of education pay higher salaries they will be careful to scan the records of applicants even more carefully than ever. They are certain to require a greater

degree of efficiency and that means that the best teachers will be chosen first for the positions that offer better salaries. The teacher who hopes to ride into port on the wave of prosperity without pulling an oar will probably be disappointed.

\* \* \*

SCHOOL superintendents, principals, and teachers can do much to foster high literary standards in connection with their commencements. Unless shown to the contrary the pupils are apt to incline to the comic element. If plays are used nothing but those that have real literary merit should be tolerated. If they are permitted to use cheap trashy stuff that will be the standard of excellence they will carry with them and the school can not afford that sort of reputation.

\* \* \*

How often have you seen people who gave rich promise of doing great things suddenly pass into the gates of sleep and become quiescent. There is no condition more tragic. The soldier who is willing to do camp duty all the time isn't much of a soldier. If some one would only devise some method of arousing the sleeper the world would hail him as a hero. The trouble is the sleeper doesn't know he is asleep. He thinks he is having a good time, because he is required neither to think nor to act.

\* \* \*

TAKE away the trees, the birds, and the flowers and the world would be a dreary place, and the children would be very lonely. These are the things that go far toward making the world beautiful and we can not afford to ignore these in our scheme of education. On Arbor Day there should be exercises in every school-

room to emphasize these beautiful gifts of nature. These exercises should be planned far enough ahead to give them point and efficacy. The future will show that the hour was well spent.

\* \* \*

OURS is a rich heritage and our mission it is to pass this on to the future with no diminution and, if possible, with some little addition. Growth is a slow process but it is a poor sort of man or woman who can not add a mite in the course of years. To do it just the same way year in and year out, with no deviation betokens a very sluggish circulation, a very low order of life and living. Yesterday may have been good but today ought to be better. What we give ought to be better than what we received.

\* \* \*

SOMETIMES a change of text-books works wonders in a school. Teachers who have been using the same book for years fall into stereotyped ways of doing things and it requires a radical change to bring about a readjustment of themselves. When they are compelled to explore new fields their sympathy with the pupil's explorations in new territory becomes more active. Moreover, while they are solving the problems in the new book the boys and girls get a chance to do a little work on their own account.

\* \* \*

WHEN the new superintendent assumes control of the manufacturing establishment, weeds out the pensioners, exacts full work from those who remain, insists upon having only high-grade products turned out, and keys the entire plant up to a worthy tension he is called a great Captain of Industry. But when the school superintendent attempts to do a like

service in the schools he is often said to be too aggressive, more zealous than wise, having more sail than ballast, and other things not altogether complimentary.

\* \* \*

As a general rule general testimonials do not serve any useful purpose and, in a special way, it may be observed that boards of education almost invariably consign such testimonials to the nearest pigeon-hole and without any great degree of reverence. It is much easier to get a hat full of such testimonials than to get a member of the board to read even one of them. An applicant for a position would do far better to get the board sufficiently interested in him to make an investigation of himself and his work.

\* \* \*

As we grow older and wiser there is a tendency to slough off the old and take on the new, or, at least, the newer. Acting upon this delicate suggestion of both Age and Wisdom we have revised our repertoire of educational addresses and have added the following brand new captions: The Bath-Tub as an Element in Civilization; The Laundry Bill as an Index of Character; The Psychology of Clean Linen; Brushes and other Christian Graces; The Salvation of the Back Alley; Cleanliness, External, Internal, Eternal.

\* \* \*

THE boys in the high school are returning to the pompadour style of hair-cut and this augurs well for the balmy June days. It is a hopeful sign to see these fine young fellows giving some attention to their heads albeit they lay stress upon the outside. The hope will not down that later on they will discover the inside of the head and will devote



some attention to that. Pombadour will have lost its novelty in time for them to get the inside ready for the annual exhibit that is inevitable in the closing days of the school year.

\* \* \*

IN almost every considerable party of tourists in Europe there is one curious specimen of the *genus homo* who religiously pores over his guide-book even in the presence of the most sublime scenes. While others gaze in rapt admiration he experiences no stirring of the emotions whatever but devotes his time to making unsightly marks in a mere book. This curiosity has its counterpart in that misguided teacher (save the mark!) who focuses his attention upon a mere text-book even in the presence of a child.

\* \* \*

IS GOOD spelling a lost art? Can't the schools with all the improved machinery teach a boy to spell, to see the letters in a simple word on the printed page? The spelling of many pupils in the higher grades and even in the high school is deplorable. Are teachers indifferent to this matter or do they regard it as merely a necessary evil that must be tolerated? Are we not so anxious to have the show element in our schools prominent that we neglect this very important matter of spelling? What is the trouble anyhow?

\* \* \*

THIS may be a good thing, this course of study. It may be an asset or it may be a responsibility. Whatever its value it did not come from Sinai on tables of stone. It is a fit subject for amendments and revisions. It may not fit this particular boy any better than some complimentary degrees fit the recipients, even though they have done hard

work to obtain them. The boy, himself, is the really important factor. The course of study is ephemeral; the boy is an institution and, of the two, he is the one worthy of reverence.

\* \* \*

ONCE upon a time in a large county-seat in Ohio there was a superintendent who was so fearful that he might jeopardize his tenure of office that he would not advocate any advance movements. He would not recommend the use of supplementary books, he would not recommend professional journals, he would not recommend membership in the Ohio Teachers' Association, he would do nothing for the Reading Circle. He was "afraid of the cars" and so let things drift. And they drifted. Then in a very short time he drifted — drifted out into oblivion.

\* \* \*

JUST now is a good time for us to begin to agitate the question of attending the Put-in-Bay meeting. Superintendents, especially, at the meetings of teachers have excellent opportunities to put this matter in its true light. Of course, if they are fearful of offending the sensibilities of their teachers, they will say nothing about it. But, if they are really sincere in their statement that the State Association is good for all teachers, they will even go so far as to urge the matter. Much depends upon whether they have the courage of their convictions.

\* \* \*

THE one great lesson that Supt. Leland left us as a noble heritage is the lesson of courage. He was never satisfied simply to hold his position. He ran against people because he was in motion, but he never ceased to move merely to please peo-

ple who are standing still. He often said that he would rather work on the farm than to stifle his convictions of duty and merely drift with the current. When he was certain that he had his chisel set right on the block of marble, he struck, and when he struck his heart and great sterling manhood were behind the stroke.

\* \* \*

THE sun has not taken to rising in the west nor has water contracted the habit of running up hill. The law of cause and effect has never been abrogated, and the seasons come and go about as of old. Human nature is about the same as it was yesterday or last year. Children are about the same as in the days of our ancestors. The man will repair your umbrella while you wait, but school teaching is a different thing. There is no patent process, and no amount of legislation or agitation can change a school-house into a hot-house.

\* \* \*

SOME one has defined conservatism as stupidity. This definition is far too radical but there is a sort of conservatism that borders very closely upon stupidity. The teacher, whether superintendent or subordinate, who doesn't have knowledge enough or life enough to bring things to pass can readily take refuge behind the word *conservatism* when, in reality, there is no conservatism in it. Stupidity seems a harsh term to apply to the dead calm that prevails in that school, but a teacher with abounding life would soon smash the monotony of that situation into smithereens.

\* \* \*

THE public has a right to infer that teachers are interested in public questions and have some opinions that they would like to express on proper occasions. The teacher

is supposed to be a leader in his community and if he shrinks away from the interests of the community he is sadly discounted. He can not be expected to carry all the burdens but he loses fine opportunities if he fails to use his best endeavors for the advancement of better conditions in the community where he is working. His voice should be clear and strong for better things.

\* \* \*

IN February there came to our notice two instances in which boards of education refused to release teachers from their contracts in order to accept more lucrative places. This works a hardship to the teachers but there is a note of hope in such episodes. It shows conclusively that boards have come to realize that good teachers can not be picked up in an hour and from every fence-corner. Such action on the part of boards betokens a better condition of school affairs and these two teachers can solace themselves with the thought that they are martyrs in a good cause.

\* \* \*

A PROMINENT superintendent visited a primary teacher in one of the smaller cities of Ohio at the holiday season and offered her sixty-eight dollars a month to go into the schools over which he presides, with a promise of seventy-five dollars next year. That does not mean, necessarily, that the salary of primary teachers has advanced in Ohio to seventy-five dollars a month. It simply means that this particular teacher has advanced to the seventy-five dollar class. It means that just now boards of education are willing to pay good salaries to the right people.

\* \* \*

HE is a fine boy, having every

quality that makes for success. He gives rich promise for the future. But he has dropped out of school and the rumor is current that he must go to work to earn money, that he must clothe himself. What tragedies there are all about us! Society permits this boy to do this and never utters a protest. Parents seem quite complacent, and, apparently, are unwilling to deviate from the regular order of things to keep him in school. The man falls overboard and there is great excitement; the boy falls overboard and the world wags on.

\* \* \*

No use to pose before these children and to pretend this and that or even This and That. They know. Those eyes of theirs probe down into our very souls. They know what is pure gold and what is dross. They know what is genuine and what is spurious. No matter how they know. It is enough for us, yea, too much, it may be that they know. And when they turn from us, when they turn their eyes toward space instead of toward us, we shall want to climb down from the frail pedestal our own hands have made, and shall feel a longing to become as little children.

\* \* \*

It may not be altogether conducive to a high degree of peace of mind and repose to reflect that the coachman who drives the children to our school receives more for caring for the horses than we receive for caring for the children, but there are always compensations. The father of the children who is also the owner of the horses probably takes a complacent view of the whole matter — or he may make a great ado over his school taxes. But the teacher has the satisfaction of estimating the

children more highly than the horses, no matter what the attitude of the father may be.

\* \* \*

THE plow has completed its hibernation and is now sunning itself in front of the country store. The trousers of the small boy are shiny and his elbows are burrowing through his sleeves. There is just a hint of coming green in the fields and forests. Spring is beginning to be restless in its wintry bed. The robin is taking lessons in voice culture to be ready to wake the flowers with his song. The sun will soon start on his return trip. The pile of ashes back of the school-house has almost reached its maximum. Spring and summer will soon bring lassitude. The seasons roll on and our work calls aloud.

\* \* \*

How easy it all seems! A pleasant room, a shelf of books, a desk, a comfortable chair, and only forty boys and girls. Besides, only six hours of work in the whole long day of twenty-four hours. Then, too, think of the salary! If there is a sinecure in all this wide world the teacher certainly has it. She just sits there and asks a few questions or states a few facts and sends the children home. This conception of the teacher's work is more nearly universal than some of us might think, and so long as this conception obtains any sort of a meager salary seems too much.

\* \* \*

YES, our ship came in day before yesterday, but we did not recognize it. We didn't expect to see it in that guise. In our imagination our ship was to have a golden prow, sails of the finest silk, and a diamond anchor. Besides, it was to be a ship

of giant proportions with our names painted upon it in huge letters of gold. So when the little craft came creeping into the harbor as quietly as the dawn we had no thought of its being our ship. It has no silken sails, no prow of gold, no diamond anchor. Its furnishings are simply a pair of oars just fitted to our hands. Nothing more.

\* \* \*

THE teacher is always confronted with the question whether it is the mission of the school to feed the children or to make them hungry. Our mode of procedure would seem to indicate that we believe in the feeding process and, hence, we feed them to repletion and even to surfeit. Thus we produce, at times, a species of dyspepsia and they incline to eschew our bill of fare forevermore. Now if we were only wise enough to serve the food in such quantities and with such skill that they would hunger for more our work would be more effective. We need to produce a hunger that will last through life.

\* \* \*

THE promotion of Prin. John S. Alan to the superintendency of the Mt. Vernon schools comes as a natural sequence of his fidelity to his predecessor and the ideas of progress he represented. They were in hearty accord, and Mr. Alan, better than any other man, understands the situation and can carry forward the work as it had been mapped out. In the promotion of Mr. Alan there is a lesson to all teachers which is altogether obvious. Had he been less progressive than his predecessor, or had he been a critic instead of a friend, or had he not made himself conversant with school plans, a promotion at this time might not have come.

IN a recent questionnaire Supt. I. C. Guinther of Galion asks whether the school should attempt to train the child in the hours out of school and, also, what means might be employed to get parents to exercise better control over their children outside of school hours. These are close questions and touch the vital elements in our work. Not a day passes but these questions, in substance, come to the teacher's mind. But no satisfactory answer is forthcoming. We see some of the difficulties but can not reach the source of the trouble. If we begin to probe we are in danger of being called impertinent. So what will you do about it?

\* \* \*

SOME fine day we shall have a teacher in every building who will train the pupils to speak English. We need it. But before the arrival of those halcyon days it will be necessary to train up a race of teachers in the high art of speaking the language. There is nothing finer than a clear, correct, distinct pronunciation of words in a voice that is well modulated. Our pronunciation of English words is not altogether unlike the sound of pop-guns and that must be remedied before we can possibly impress foreigners as to our scholarship. This work must be begun in the primary grade and continued through the college.

\* \* \*

THE boy in the country who, after a good sleep, springs from his bed ahead of the sun, does his many chores before breakfast, and then away to school four miles in time to review his lessons before time for recitations—this boy thinks school is a fine place and revels in the good things which his teacher provides. But the city boy whose mother can scarcely coax him from

his bed at eight o'clock, and who gets to school late, this boy thinks school a bore and the teacher a tyrant. He'd rather loll around and pretend to be what he is not. He simply lacks the fiber that work and responsibility would give him.

\* \* \*

MISS ALICE G. KNIGHTON of Birmingham, England, has been visiting some Ohio schools, recently, under appointment by the Mosely Commission and finds much to commend. One thing, however, seems to cause consternation and that is our slovenly pronunciation of what we are pleased to call English. In our schools and in our homes she found the most flagrant mispronunciation of the most common words and a lack of modulation that caused her to wonder what people were saying. However, she received a grain of comfort from noticing that we seem to understand one another even if she was unable to understand us.

\* \* \*

JUDGE BEN LINDSEY of Denver is doing much to arouse the public to something like an adequate conception of the value of a boy. His theory is that it is easier and cheaper to save boys than to punish criminals and his plan of dealing with wayward boys has in it the quintessence of sound pedagogy whether he knows it by that name or not. When the policeman insisted upon the punishment of five boys for the theft of bicycles Judge Lindsey said "You are trying to save five bicycles, while I am trying to save five boys." It would be well for all teachers to read up on the Judge's plan of dealing with so-called incorrigible boys.

\* \* \*

THE Dayton board of education has entered upon a campaign for

more cleanliness and better sanitary conditions in the school buildings. They are mapping out a course looking to better janitor service. They will banish the feather duster into the limbo of forgotten things where it belongs. It is the very acme of incongruity for a grown man and a voter to go flirting about a building with a feather duster. Why not get a good vigorous rooster and let him flap his wings a time or two? It would be cheaper and quite as effective. Then too, this Dayton board will insist upon a greater degree of personal neatness on the part of janitors. There is no law to prevent a man taking a bath even though he happens to be a janitor.

\* \* \*

W. E. KERSHNER, Business Manager of the Ohio Teachers' and Pupils' Reading Circle informs us that already he has sold for teachers more than five thousand books in excess of the total number sold during the whole of last year. This means, of course, that Reading Circle work is more popular this year than ever before, that more Ohio teachers are using this means of increasing their scholarship and efficiency in their work. No teacher can afford to ignore this work seeing that it brings to them books that are of great value and that gives them much that will help them in their work. Besides all this, membership in the Reading Circle is a badge of progressiveness which school men and women are quick to recognize and duly reward.

\* \* \*

THE commencement ought to be the great annual field day for the schools. The speeches of the graduates need not be long in order to satisfy all demands. A five-minute speech, well written and well deliv-

ered, is better than a longer one of the other sort. The annual address ought to concern itself with affairs that touch the very life of the school. It should arouse the community to greater interest in education for the children, to better pay for good teaching, and to home training that will best aid the work of the teachers. Such an address will work great good to the schools in the future. Many a time have we known such an address to place teaching on a higher plane and to stimulate an increase in salaries for the whole body of teachers. Such an address adds greatly to the value of the commencement.

\* \* \*

CANDIDATES for admission to the consular service will hereafter have to submit to an examination into their conversational abilities. They must know one modern language besides English, something of the varied resources of the United States, be familiar with political economy and the elements of international, commercial and maritime law, and have some knowledge of modern history. Their fitness in these respects will be tested by a written examination. Then they will be examined orally to discover whether they use good English in conversation, whether they can maintain their end of an argument with courtesy and tact, and, in short, to ascertain whether they will do credit to their country if sent abroad to represent it. The oral test will count for as much as the written test in determining the eligibility of the candidate. Those who pass will have to be good all-round men.

\* \* \*

WHAT we want and what we need are very different matters. What we want might prove our undoing.

What we really need might be very distasteful to us. What we want is excitement; what we need is repose. What we want is an automobile; what we need is a knowledge of botany that will cause a walk of a mile to yield us more pleasure than a forty-mile spin in an automobile. What we want is more money; what we need is sense enough to spend what we have for the profit and real pleasure of ourselves and those about us. What we want is a gold-headed cane; what we need is a level head so that any cane will be a superfluity. What we want is an inlaid mahogany writing-table; what we need is brains enough to write something worth while on this pine table. What we want is diamonds; what we need is a personality that will win without the aid of veneer. What we want is the applause of others; what we need is the approval of ourselves. What we want is to seem; what we need is to be. What we want is luxurious living; what we need is life.

#### THE N. E. A. AT LOS ANGELES

JULY 8-12, 1907.

The disappointment in not holding the fiftieth anniversary of the N. E. A. in Philadelphia, where it was born, is as deep as it is universal. Teachers in all sections of the country were planning to attend the great meetings to be arranged by President Schaeffer and Supt. Brumbaugh during the week which includes July 4. It is generally believed that the attendance would have exceeded that of the Boston meeting.

To know that this failure to realize the earnest expectation of the members of the greatest educational association in the world is due entirely to the action — stupidity seems the only word to characterize such

action — of Trunk Lines which would have received the greatest benefit resulting from favorable consideration, arouses indignation on the part of every member of the N. E. A.

In view of the fact that the Executive Committee presented to the members of the Trunk Line Association opinions by legal counsel and rulings by the Interstate Commerce Commission which removed all doubts as to the legality of the usual railroad rates and ticket conditions, the adverse action of this association, under the pretense that such rates and conditions are a violation of the provisions of the Interstate Commerce Law, is the best evidence that at least some of the railroads of the east are determined to do all in their power to discredit legislation which an overwhelming majority of the people believe is both necessary and just.

It is pleasant, however, to turn from a consideration of such unreasonable and unjust action on the part of the Trunk Lines, especially those terminal in the city of Philadelphia, to the generous guaranty of the Santa Fe and Southern Pacific, the California terminal lines of the Transcontinental Passenger Association, which accompanied the cordial invitation of Los Angeles to hold the Anniversary Meeting in that beautiful city, where it was entertained with such rare hospitality eight years ago. This guaranty assures a rate of one fare for the round trip, plus the N. E. A. membership fee, from Chicago westward, with all other arrangements precisely as agreed upon for the San Francisco meeting which was to have been held last July.

It will thus be seen that our cloud of disappointment has several silver linings.

First it is a matter of congratula-

tion that the Executive Committee of the N. E. A., with President Schaeffer at its head, had the courage not to submit to the unfair, unreasonable, and unjust terms which some of the eastern roads seemed determined to force upon the Association. Their refusal thus to submit has earned for them the gratitude of every member of the N. E. A.

Then it is a source of great satisfaction to know that the western roads were ready to place a sane construction upon recent railroad legislation and not use it as an excuse for refusing to grant the accommodations which have been enjoyed and appreciated by the members of the N. E. A. for so many years. And finally — last but not least — the meeting is to be held in Los Angeles and California. What memories of fruits and flowers, of sunshine and balmy air, of mountain and valley, of cordial people and good hotels and hospitable homes, of welcome genuine and hearty the names of both city and state awaken! We are all sorry we are not going to the Atlantic coast in July as had been planned, but out of the regret which necessitates the change arises the joy that our faces are turned toward the peaceful Pacific and the Land of Flowers where the "Buckeyes" will certainly go in large numbers and with their usual enthusiasm.

O. T. CORSON.

#### **AN INTERESTING CITY.**

Altoona, Pennsylvania, in its surroundings is full of interest. Located near the summit of the Alleghanies with the famous horseshoe-bend only a few miles away, this rapidly growing city of 65,000 people is widely known for its beautiful natural scenery.

The immense railroad shops, said to be the largest in the world, are well worth a visit from any one who is interested in the work and workmen of the world. From these shops each day there pours forth a stream of humanity, numbering 11,000 — a sight both impressive and inspiring.

It is not, however, either natural scenery or industrial enterprise that I wish to discuss in this brief article. The schools of Altoona are well worth a visit from any one and are the most interesting feature of this busy center.

In company with Dr. Fess it was my good fortune to be one of the instructors in the city institute held in that place a few months since under the direction of Supt. H. J. Wightman. The attendance, attention, interest, and spirit of the teachers were excellent and the large auditorium in the magnificent new high school building is ideal.

This high school building erected and equipped at a cost of nearly half a million of dollars is a most impressive monument to the enterprise and liberality of Altoona's citizenship. Manual training is a marked feature of the school course in all the grades and the equipment for all kinds of work in wood and iron in the manual training department of the high school is perhaps not equalled by that of any other city of the same size in the United States.

This equipment is the gift, or rather the investment, of the Pennsylvania Railroad and is, in itself, a striking object lesson of the belief of a great corporation in the practical value of an education. This company, being anxious to secure well trained minds and hands for the work of their shops, are spending large sums of money to furnish an opportunity, to secure such training, to

the boys and girls of Altoona. All who complete the course either in part or fully are certain to secure positions at good wages. In no sense is this action on the part of this corporation one of either charity or generosity, but simply a matter of business.

No doubt some one will be ready to say that, because the training thus received fits the recipients in a measure to make a living, it loses its educational value. It is hoped, however, that such views are rapidly passing. While the best in life and education can not be turned into money to buy the things which support life, without these things life of any kind is impossible, and it is well always to remember that education which trains a boy or girl so to use brain and hand as to make an honest living is an important and necessary part of that broader and better education which leads to right living. Neither the so-called practical, in the narrower and selfish sense in which the term is too frequently used, nor the misleading ideal, with the foolish and impossible views which too often characterize it, should determine the educational policy of any school. Common sense abundantly supplied and freely used should be the deciding factor.

O. T. CORSON.

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#### CHILD LABOR.

*Dear Mr. Editor: —*

Permit me to call your attention to a matter that seems very vital to the welfare of the schools of our Commonwealth. I am sure you are interested in the social problems that confront us, and are ready to lend a helping hand.

We have long been asking how to keep the child in school, but we never



seemed to awake to the fact that the industrial and commercial spirit has been growing upon our social organism to the extent that it is now feeding on the young manhood and womanhood of the state, dwarfing their bodies, stunting their intellectual growth, robbing them of their heritage of spiritual and exalted life; *making them machines to grind out dollars*; not for themselves, but for some corporation.

*It is high time to stop such barter!*

Edward Markham has spoken forcibly in *Success*, *The Woman's Home Companion* strikes a vigorous blow, and many other magazines sound the note of warning, but let us beware lest we think that all this child labor is in the cotton mills of the South, the coal pits of Pennsylvania, or the sweat shops of the very large cities.

*We have too much of it in Ohio!*

As a superintendent one of the bugbears of my life is this "Age and Schooling Certificate" business. Such appeals from poverty, indifference, vice! What shall I do—yield to their entreaties, or withstand in the interest of a better citizenship and greater social welfare? I appeal to every superintendent that we ought to withstand!

My prayer is that this burden of decision may be removed from superintendents by requiring every child to remain in school until he is at least sixteen years of age.

*Ohio can well afford that!*

And if, on account of poverty, the child can not do this, the state should furnish him with means to do it. I believe it would be a wise thing for the state to furnish a home on some worthy plan for every child who on account of poverty, or other worthy cause, is deprived of his education. It is much better to do this

than to try a criminal and support him in a big prison, or an asylum. Besides, the safety of the state depends upon his becoming an intelligent, upright, spiritual citizen with a good physique.

*Let us as educators bend our energies for a larger HUMAN WEALTH.* And by the farseeing eye, we shall be led on to better things.

I would not disparage our industrial supremacy, but *industrial supremacy at the expense of our young manhood and young womanhood is at too large a price!*

Would we not reach industrial supremacy easier and better by more education, more care of the entire man, and through industrial schools for the child at the proper age, than by turning our young life into dwarfs physical, intellectual and spiritual?

In conclusion let me say that our State Legislature should remove the *optional* "Age and Schooling Certificate" between the ages of fourteen and sixteen; should require every child to attend school until he is at least sixteen, and should furnish him a worthy home and support to enable him to attend school regularly until he becomes at least sixteen. This added to our "Juvenile Court Law" would bring a more hopeful outlook.

And all this in the interest of better bodies, better intellectual and spiritual development, a larger *human wealth*, and ultimately a greater industrial supremacy.

S. H. LAYTON.

#### LETTER FROM DR. T. C. MENDENHALL.

WEBSTER'S HOTEL, DRESDEN,  
GERMANY. FEB. 2, 1907.

MR. HARLAN E. HALL,  
MANSFIELD, OHIO, U. S. A.

MY DEAR SIR:—I want to be

one of the many who will thank you for your article "Am I my brother's keeper?" in the January number of the OHIO EDUCATIONAL MONTHLY, a copy of which has just reached me. I know the gathering of the material for such an article cost you much labor, but the value and interest of the results must compensate you fully. What a pity it is that all who distribute questions cannot use the same judgment in the selection of subject and field.

Important as are the results you have obtained in collecting opinions from so many different sources, your inquiry is still more important because of the enormous amount of thinking that it will give rise to. As one who has had a good deal of experience in dealing with problems like that you propose in educational work and also in other fields, I congratulate you on having brought to the front in a most admirable way, one of the most important questions with which the sociologist (using that term in the most general sense) has to deal. As you well know, there is no problem which is so evaded as this, often with the most cowardly ingenuity.

The President of the United States has had the courage to express his opinion in no uncertain way and while there may be a doubt (I do not think there is) as to the legal soundness of his position, the ethics of it cannot be questioned. But many newspapers, including such reputable papers as the New York Sun, have commented bitterly upon his insistence that a "Conspiracy of Silence" must be punished.

Few things have done more harm than the gushing talk about "honor" in matters of this kind. It has blemished the very word itself and almost unfitted it for decent people.

A gambling debt is the only debt of honor, that owed to the laundress does not count. An "affair of honor" is generally disgraceful to all concerned.

The school is a miniature society and in it the child may be fitted for, and made to understand the relations and obligations which the community imposes upon him, when he becomes a part of it. It seems to me that during the last quarter of a century, there has been a growing tendency to fight shy of all controversies growing out of the most vital ethical problems, in schools of all grades, but much more largely in schools of higher grades,—colleges and universities. So lacking in courage are instructors and officers of educational institutions, that they actually try to convince themselves that what they know is wrong, may after all be right, and so it is best not to interfere with it.

I must confess my surprise and chargin to find that according to your statistics, the pupils in the 8th grade have actually a much higher standard of morals than the teachers from whom they are supposed to learn to know right from wrong, and that the same superiority must be accorded to postmasters, railway men, naval officers, bankers and business men generally. Only cab drivers (God save the mark! !) rank with school teachers! !.

How can this be explained? By supposing that teachers have gained, through their experience, a deeper insight in matters pertaining to ethics? No. I prefer to believe (harsh as such belief may be) that a great majority of those teachers who have declared that "Good" should not tell when asked by his teacher, lied when they said so. In almost every case, of course, the falsehood was uncon-

scious; to them this particular poker has invariably presented its hot end and it is natural for them to conclude that it should not be handled at all. I would like to try them with their consciences unfettered and their conduct unhampered, with the positive assured support of parent, school boards, public opinion, the press, in whatever course they might take, then see how they would answer the question.

But I did not mean to break out in this way when I began, but only to send you a few lines to tell you that I appreciate the importance of your paper and to thank you for it. The MONTHLY does not tell whether you are Supt. of schools in Mansfield, Principal of the high school, or President of the Board of Education, and I am therefore unable to address you properly. I infer that you are a teacher and the fact that it has been nearly a quarter of a century since I lived in Ohio, and six years since I have been in the United States, may be sufficient apology for my ignorance as to your occupation. Thirty years ago, I was acquainted with the principal teachers in every county in the state, but now it is not often that I see a familiar name.

I am,

Yours faithfully,

T. C. MENDENHALL.

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**ANOTHER OHIO TEACHER'S EXPERIENCE WITH THE BUREAU OF UNIVERSITY TRAVEL.**

In these days of Limited Express and automobiles, of the luxurious Pullman and palatial ocean liner, travel is not only a means of passing from place to place, but a pleasure and education in itself.

Mr. Dooley affirms that "it's still tin thousand miles or whatever it is,

from New York to San Francisco and the railroads haven't made it anny nearer." In spite of this fact, the travelling public feel that in one sense, distance is being lessened and a journey around the world today is not such an undertaking as was the traversing of our continent in the last century.

Every summer there is a great wave of travel which sets steadily towards Europe and a foreign tour has come to be regarded as almost necessary to a complete education. Perhaps no class of persons appreciate the value of contact with the Old World art and literature as do teachers. But they are hampered by short vacations and limited purses and they feel that in two or three months the profit cannot be sufficient to justify the expenditure. To meet just such conditions, the Bureau of University Travel has been organized and has conducted its work to the great satisfaction of its numerous patrons.

The Faculty is composed of professors from various institutions of learning, specialists in their respective lines, with Dr. H. H. Powers of Boston as the efficient President. Early in the Spring, the first parties sail, each under the care of one of the Faculty. Similarly conducted parties follow, at intervals of two or three weeks and the last sailing is usually about June 30.

These parties, each numbering about twenty, proceed by different routes, travelling leisurely, and stopping at cities which are centers of interest where they remain long enough to get clear impressions of cathedrals, museums, art galleries and historic spots. Always at hand is a professor who is able to impart general knowledge in a delightful manner, who frees you from the slavery

of the guide-book and enables you to see that which is worth while without loss of time. The sightseeing is done in a systematic manner, and is supplemented by lectures in the evening on the art, history and literature associated with that locality so that you not only see the best things but come to appreciate their importance more fully.

The leader of each party also takes charge of the tickets, looks after the baggage, pays bills and fees, secures carriages, etc., and leaves the traveller free to devote his attention to the interesting sights about him. Usually these parties are brought together in Florence, a quaint little city, whose associations with art and literature are out of all proportion to its size. Here they linger more than a week visiting various places of interest in the cool of the morning. In the late afternoon and in the evening, lectures are given at the different hotels by the members of the Faculty.

While there is absolutely no compulsion in the matter of attendance, the value of these lectures is recognized and the rooms are always well filled.

On the Sabbath spent in Florence this summer, all gathered in the morning to listen to a masterly discourse on Savonarola, by Dr. Powers, and afterwards, the various parties in succession visited the old convent of San Marco, the home of the reformer.

One glorious night in Rome, when the moon was full, the tourists gathered on the terrace of the hotel and again Dr. Powers held their closest attention as he interpreted to them the art of the Sistine Chapel. The following morning they visited the Vatican, and realized then how much the lecture had done for them—

how illuminating and suggestive it had been.

The section travelling in Greece went, late one afternoon, to the old theatre of Dionysus. Occupying those ancient rock seats, they listened while one of the professors recited a translation of one of the old Greek plays.

Then the sun set and they watched the rosy light on Hymettus deepen to a misty purple, and finally, the opaline tints paled and sky and mountain blended and melted into the soft grey dusk. In travelling with the Bureau, one obtains not only a satisfactory view of noted places but at the same time receives college instruction, concerning history, art, and literature, so that at the end of the summer the tourist returns, not with a host of fleeting hazy impressions, but with a connected idea of the old world civilization and with desire for further knowledge increased and thus an impetus is given to all his *future reading and study*.

LULU CUMBACK.  
*Springfield, Ohio.*

#### EDUCATIONAL NEWS.

— President C. C. Miller has engaged Supt. H. H. Hoffman of Oak Harbor as one of the teachers in the summer term of Lima College and both are to be congratulated.

— Hon. Edgar Ervin and Miss Margretta Davis of Pomeroy were married Feb. 20th and have gone to Florida on the wedding trip.

— W. F. Gephart of Williamsport who for more than two years has been doing advanced work in Ohio State University has been elected a member of the instructional force in the department of Economics. It will be remembered that he resigned a

thousand dollar position to complete his college work. And now "after many days" the bread which he had the courage to cast upon the waters is returning.

—Supt. N. H. Chaney, of Youngstown is doing valiant service for the Reading Circle this year among his teachers. His orders for books were large and regular, proving that the Youngstown teachers are buying the books and doing the work.

—The Macmillan Co., Chicago, have just published "Principles of Secondary Education" by Dr. Chas. De Garmo of Cornell University. The book contains many suggestions that will prove helpful to all who are interested in high school work and all of them the fruit of a careful study of psychological principles by a man who is recognized as authority.

—Supt. J. M. Hamilton introduced manual training in the schools of Lebanon at the beginning of this year and already the movement has received the hearty approval of the people. The pupils are enthusiastic and carry their enthusiasm into the homes.

—Dr. S. D. Fess of Antioch College gave his celebrated lecture on "Abraham Lincoln" before the teachers of Columbus and Franklin county February 16th and of course captivated his audience. He never fails to do that.

—John M. Mulford has at last realized one of his life's dreams. He is now Manager-Editor of *The Western Star* at Lebanon. He has had journalistic aspirations and he is gifted in that line of work, and the patrons may expect only the very best in each issue.

—Elsewhere will be found an ad-

vertisement relating to *The Speaker* which is published by Pearson Bros., Philadelphia. This particular number contains sixteen plays all by standard authors and all of them clean, wholesome, and high-grade. Moreover they are such as can be used in the schools to good advantage. This ad furnishes a wealth of suggestions for commencement season.

—Manual training is getting a firm foothold in Cincinnati and the people are taking to it most kindly. There are now fourteen centers with more to follow. The work is confined in large measure, at present, to the seventh and eighth grades but will no doubt be extended as time goes on.

—Supt. J. R. Clements of Canal Winchester gave an address before the Franklin County Farmers' Institute Feb. 8 on Agriculture in the Schools.

—Prin. Fred. W. Dearness of the Twelfth District School, Cincinnati, gets his work done well, very well, and, at the same time, manages to extract great comfort from life and from his work. He has a big school but his heart is just as big, and so they work in complete accord.

—Supt. J. E. McConagha of Hickory, Pa., keeps his heart warm with interest for home affairs in Ohio and is striving all the while, as he says, to bring his schools up to the Buckeye standard. Last year his salary was \$765, this year it is \$900, and next year it will be — but he'll attend to that.

—She was a bright-faced, conscientious little "schoolmarm" who spent her long vacations at Summer Institutes and dutifully accepted every rising educational theory. With all her heart she believed in

the "new education"; but that day she had been tried by numberless little annoyances, which were capped by Matilda's mamma who called in person to request that her daughter, the dunce of the class, should not be incited to so great mental exertion. As the little schoolmarm listened her spirit rose, and she replied to the fond mamma: "I think you need have little fear for Matilda's health. The work in this school is done on the most approved basis: all that is expected of the pupils is that they keep awake; the teacher does the rest. But there is no doubt that methods will soon be devised for instilling facts hypodermically while the pupil sleeps."—*Ex.*

—Supt. N. E. Hutchinson of Kenton has been reelected for a term of three years at a salary of \$1800. He has done great things for the schools and this reelection shows the high esteem in which he is held.

—Supt. D. W. Mumaw of Lowellville finds his second year a prosperous and happy one. The high school course has been strengthened and another teacher added. Progress is the watchword of all who are in any way connected with the schools.

—Supt. J. R. Beachler of Eaton looms larger and larger as the days go on and is proving himself a tower of strength in the schools over which he presides. The town needs to bring in new industries if it hopes to grow as rapidly as the school superintendent.

—Supt. J. I. Hatfield of Oxford is causing the good people of that burg to sit up and take notice by his effective conduct of the schools. He gets things done every day and this year is the banner year for the schools.

—The next meeting of the N. E. A. will be held at Los Angeles, California, July 8-12. It was thought it would go to Philadelphia but the railroads declined to cooperate with the committee and, as Los Angeles offered every inducement that could possibly be hoped the change was made.

—H. B. Galbreath of Uhrichsville has been elected to the principalship of the Mingo Junction high school to succeed Prin. Chas. Kime who takes a ward principalship in Steubenville.

—The Publishers of Webster's International Dictionary have just issued a handsome, thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons, for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent, gratis, to anyone who addresses the firm, G. & C. Merriam Company, Springfield, Mass. Write to-day.

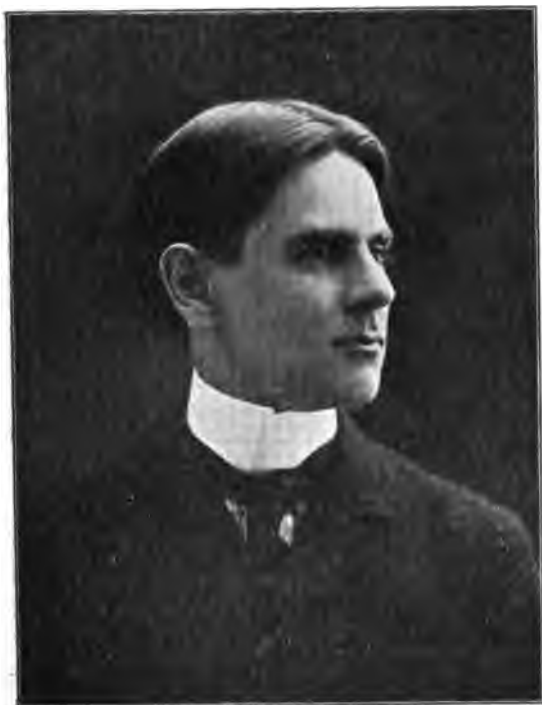
—The Lakeside Assembly will be more populous and popular next season than ever before. Supt. O. H. Magly's new twin boys will be on the ground to give added *cclat* to the programs and to the festivities.

—The teachers of Paulding Co., assembled at Payne, Saturday, Feb. 9, in large numbers, being the third quarterly institute of the year. Prin. W. S. Smyth, of Antwerp, gave an excellent talk on the Tragedy in general. Prin. Fred S. Beard, of Paulding, certainly gave a very enthusiastic talk on Zoology, showing how the simple forms of nature can

be made both interesting and profitable to the pupil. Supt. James T. Begg, of Columbus Grove, was the center of attraction. His talks upon "Primary Geography" and "The Future of the Public School," were certainly appreciated by all present and we predict a bright future for

table spread with the rich collation gathered from all the pedagogical fields.

—Prin. John S. Alan, of the Mt. Vernon high school, was promoted to the superintendency as the successor of the late Supt. J. G. Leland, and in selecting him the Board of Edu-



JOHN S. ALAN, MT. VERNON, O.

him, both in school and institute work.

—Prin. C. L. Leahy, of the Blanche high school, took a day off February 15, to look in upon high school work at Columbus.

—Supt. N. E. Hutchinson, of Kenton, is making great preparation for the meeting of the Superintendents' and Principals' Round Table, in that city April 5 and 6. There will be a host of visitors to sit at the

cation paid him a high tribute and, at the same time, showed that they are men of clear judgment and great wisdom. Mr. Alan is eminently qualified for the position, and is thoroughly conversant with the machinery of the schools. We congratulate all concerned. Supt. Alan graduated from Thiel College, Greenville, Pa., in 1893 and later received the degree of A. M. He taught in Greenville four years, was

superintendent at Lowellville, Ohio, three years, and at Fredericktown four years. One year ago last September he began his work as principal of the high school and was such a pronounced success that the board added three hundred dollars to his salary for this year. His success as a superintendent is a foregone conclusion, for he has the qualities if



THE LATE J. G. LELAND.

head and heart necessary for the work.

—Mrs. Dollinger, wife of Prin. Lee A. Dollinger, of the Sidney high school, passed away after a long illness, January 23, and was laid to rest at their old home, Covington. She leaves two daughters, Ruth and Nellie. The home has long seen the shadows of death hovering near, but the sorrow was no lighter when it came. The one solace for husband and daughters is the contemplation

of the beauty of the life that is gone. Mr. Dollinger has friends all over Ohio and their hearts will go out to him in this time of bereavement.

—Miss Helen Butterfield, of Piqua, has accepted a place in the St. Marys high school as the successor of Miss Florence Hutchinson, who has been appointed to a position in the Toledo high school

—Supt. Stanley Lawrence, of Ashville, recently purchased a set of International Encyclopedia for his school with the proceeds of an entertainment. He has built up a nice library from the zero point.

—“Now, in the springtime the overture begins. First the flutes and violins begin softly, you know, and their odor is delicate. Then presently the other flowers join in this silent music; the snowballs and the syringas are added to the orchestra. I always think the big lilac bushes and the calycanthus, that delicious sweet-smelling shrub which grows all over the place, are like the bass viol and the violincello in the orchestra, they are so strong and overpowering. And the great pink crape-myrtle is like the big drum; it blooms so loudly. The little flowers, like the lilies of the valley, and the violets; and the hyacinths, are like the new prima donnas, who are young and timid and afraid to sing out loud. But then comes roses. They are the great prima donnas, who are confident of themselves and know they will be applauded and come out smiling and sing as loud as ever they please. And the whole opera begins; June, July, August, September, October and November, when the curtain comes down and the music stops until the next performance, which begins again in March.”

—Supt. F. P. Housholder, of



Utica, received a call a short time since to another position and laid the matter before his board of education as an honorable man should. The board refused to release him and increased his salary to \$1,200. This action reflects credit upon all concerned and illustrates the fact that in matters of this kind boards of education are always inclined to play fair.

—Supt. F. D. Ring, of Mt. Pleasant, is greatly pleased that their high school has been advanced to first grade. A short time ago they spent three hundred dollars for books for the school library, and increased the laboratory facilities. Two years ago the high school was third grade and that means that Supt. Ring has done many good things since he took the helm.

—All the lady teachers in the Findlay high school are graduates of that school. After the high school they graduated from Smith, Wellesley and other colleges and then were considered eligible for places in the home school. This system speaks well for the ladies themselves, and also for Supt. Zeller and Prin, Smith.

—Ginn & Co., Chicago, have just issued two beautiful books for the grades, "Earth and Sky," by J. H. Stickney, which is a nature reader and "With Pencil and Pen," by Sarah Louise Arnold, a book for the little people to help them on in their language work.

—Miss May E. Moore, of Newark, must pardon our effort to change her name in connection with her brilliant article on her experiences with the Bureau of University Travel. If she had written less fascinatingly we should probably have done the proof-reading better.

—Supt. C. W. Cookson, of Troy, Supt. J. R. Beachler, of Eaton, and Supt. E. B. Cox, of Xenia, were the speakers at the Miami county meeting which was held at Pleasant Hill, January 26.

—Supt. M. E. Osbourne, of the Walnut township, Fairfield county, schools, has two assistants in the high school this year, the school has been raised to second grade, and a four-year course has been put into operation. There are seventeen teachers in the township, seven women and ten men.

—The speakers at the Four County meeting at Bellevue, January 26, were Supt. C. M. Carrick, Plymouth; Supt. S. H. Layton, Fostoria; Prof. T. H. Haines, Ohio State University; Dean H. C. Minnich, Oxford; J. H. McElhaney, Sandusky. This was the sixth annual meeting and the city was thronged with teachers. Supt. Warner and his teachers had every convenience provided for the visitors and the meeting was a great success every way.

—The *Herald-Star*, of Steubenville, in its recent centennial edition, pays Supt. E. M. Van Cleve a glowing tribute in part as follows:

Superintendent Van Cleve is a graduate of Ohio Wesleyan University, and came to this city from Greenville, Ohio, where he was superintendent of schools for four years, and before that was for seven years at the head of the Barnesville, Ohio, schools. Progressive, ambitious and devoted to the best interest of the public schools, he has been eminently successful as an educator. Taking an active interest in every development of education work, he has achieved marked popularity in school circles, and in the years to come the interests of Steu-

benville's Public Schools will be safely guarded by his faithful and efficient service.

—Supt. O. M. Soule, of Franklin, has issued some rules and suggestions for the teachers which show that he has a clear head, a warm heart, and a comprehensive grasp of the whole school situation.

—The Greene county teachers, on February 9th, held an excellent meeting at Xenia. The speakers were Supt. E. B. Cox, Prof. R. S. Parsons, Ralph W. Buck, and President S. D. Fess. George F. Siegler, of Cedarville, led the music.

—The Hamilton county teachers held a good meeting at Cincinnati, Feb. 9th, when Supt. V. W. Henderson spoke on "Practical Education" and Dr. E. M. Craig gave his inspiring lecture on "An Hour with Whittier." The high school chorus of Norwood added greatly to the pleasure of the meeting.

—Supt. A. B. Stutzman gave the address at the McKinley memorial exercises and received words of hearty praise from the local press. Teachers and pupils united in a chorus of praise for the address which bristled with eloquent periods from first to last.

—The teachers of Fulton and Williams Co., held a joint institute at Wauseon, Feb. 26th, at which Prof. Fess was the star attraction. The meeting was well attended by the fraternity from both counties and an exceptional interest was manifested in his address.

—The officers of the Fulton Co. Association for this year are: C. O. Castle, President; J. L. Mattern, Vice-President; Dolly Boon, Secretary-Treasurer; Charles Knapp, Secretary of the County Reading

Circle. The annual institute this year will be held at Wauseon.

—Supt. W. L. Bruhlman, of the Fulton township centralized schools, at Ai, is doing noble work for the cause of centralization. He has an enrollment of 190 pupils under four teachers. Eight wagons are employed to convey the pupils to and from school. Under the old regime, ten teachers were employed in the township, with an enrollment of 170 pupils, and an average attendance of 125, now the average attendance is over 175. This, with the excellent work done by Supt. Bruhlman, and his corps of teachers, has practically eliminated, from this section, the one time strenuous opposition to centralization.

—M. J. Linehan, formerly Supt. at Tedrow, Ohio, and now cashier in the Bank of Swanton, contemplates a vacant trip through Oklahoma and Texas during the month of March.

—The general executive committee of the Allied Educational Association, met at the Southern Hotel, Columbus, Saturday, January 26. Officers were elected as follows: Chairman of Executive Committee, Supt. S. K. Mardis; Secretary, Supt. L. E. York, Barnesville; Treasurer, Prof. Frank S. Fox, Columbus; Auditor, Prof. J. A. Culler, Oxford; Transportation Manager, Prof. George W. Tooill, Columbus. It was voted that the session of the next meeting begin Thursday afternoon, December 26, and close Saturday noon, December 28, with evening meetings on Thursday and Friday. The Southern Hotel was again selected as headquarters in the city. Arrangements will be made for the use of the Gymnasium of the State University as headquarters on the

grounds during the session. For the convenience of those who attend the meetings, a noon-day lunch will be served at one of the University buildings. Upon request, the Ohio Library Association was admitted to membership in the organization.

—The Union county teachers held their Bi-monthly meeting, at Marysville, February 9th. President C. C. Miller, of Lima College, was the principal speaker. He spoke on "Africa" in the forenoon and in the afternoon gave a most excellent talk on the "Spirit of the Teacher." This talk was overflowing with suggestions and inspiration for the teacher. Supt. L. B. Demorest, who followed Dr. Miller on the program, took most of his time in simply pointing out and emphasizing the many good things said by Dr. Miller. Miss Lillian Bicknell, of the Art Department of the Columbus Public Schools, was also on the program with a very interesting talk. Supt. R. O. Robbins, of Paris and Allen township schools, conducted an interesting round table. Supt. J. B. Hughes, of Raymond, is president of the county association and Miss Mary Sahe, of Richwood, secretary.

—Prin. J. L. Shrader, of the Richwood High School, is serving his second year as principal and is certainly the right man for the place. The boys and girls know he means business, and after all, that is what boys and girls appreciate.

—Richwood is having a most excellent school year. This is due largely to the habit the Richwood teachers have of attending summer school each vacation and to the Board of Education who believe in training teachers.

—Raymond and Liberty are beginning the feel the effect in their

schools of Supt. J. B. Hughes. He is an energetic young man and is doing much toward the improvement of their schools.

—Supt. H. R. McVay, of Sidney, will give instruction in United States history at the summer term of Miami University and it is well known that he is well equipped for this work.

—Supt. R. E. Offenhauer, of Mendon, has been elected to the principalship of the Mt. Vernon high school.

—Supt. F. F. Cole, of Linden, has 207 pupils enrolled in his schools with five teachers to do the work.

—Prin. C. W. Jackson, of Plain City high school, has been elected to a like position in Uhrichsville.

—Supt. S. A. Gillett, of Bridgeport, has recently issued a manual which is one of the most complete and artistic that we have seen. It shows that there are twenty-five teachers in the corps. The first class graduated in 1875 and the first superintendent was J. C. Castle, who began his work in 1867.

—Attention is called to the advertisement of the School Garden Association, of Boston, Mass., which appears in this number. Teachers will do well to write for catalogue, in order to be ready for the planting which must be done in a few weeks.

—Supt. D. H. Barnes, of Osborn, and Supt. J. A. Runyan, of Fairfield, will both teach in the summer term of Antioch College and do advanced college work at the same time.

—Supt. H. D. Kellison, of Springboro, chairman of the executive committee, is arranging for a rousing meeting of the Warren Co. teachers, at Lebanon, March 23.

—Supt. W. McK. Vance, of Delaware, and Supt. J. D. Simkins,

of Newark, were the speakers at the Mercer county meeting, at Celina, February 16th, and created no end of enthusiasm by their excellent addresses. Good music by local talent helped to make the meeting a notable one.

—Miss Cora Roberts led the music given by the Girls' Chorus, of Worthington, at the Columbus meeting, February 16th, and won the hearts of the hundreds of teachers present.

—Supt. W. C. Merritt, of Dublin, is having many calls for his Review Lists, which are designed to assist pupils in their preparation for the Patterson examinations. A full set is sent for twenty-five cents or six sets for one dollar.

—The Executive Committee of the Central Ohio Association met in Columbus Feb. 16 and decided to accept the invitation issued by Supt. J. A. Shawan to hold the next meeting in that city. The date will be November 8 and 9.

—Supt. F. B. Bryant of Richwood recently bought a fine stereopticon for the schools and is making a collection of slides in various subjects. The initial entertainment "An Evening with Paul Laurence Dunbar" was a complete success and elicited hearty praise from the press.

—Dr. Guy Botter Benton of Miami University aroused great enthusiasm among the teachers of Pickaway County at Williamsport Feb. 16 by his noble address. It was one of the best meetings ever held in the county. The other speakers were Miss Elizabeth Atkinson, Circleville, Supt. E. L. Daley, Commercial, Supt. Otis Games, and Miss Minnie Lee Shannon, Ashville. There was good music and plenty of it.

—Supt. H. B. Williams of Sandusky shone with unusual splendor

in his address on "The Compensations of Teaching" before the Jefferson County teachers at Steubenville Feb. 16. The other speakers were Miss Ida Odell, Supt. J. H. George, Supt. A. R. Parker, D. H. Buchanan, and Prin. H. P. Carpenter. They all acquitted themselves well and did much to make the meeting excellent.

—The teachers of Paulding Co., Ohio, held their Third Quarterly Institute in Payne, O., Feb. 9. The day was ideal and the school room was crowded to overflowing. Supt. W. A. Sellers and his corps of teachers had done everything to make it a day to be long remembered by the educators that were present. W. G. Smythe, Principal of Antwerp High School and Fred. S. Beard of Paulding High School discussed subjects of vital importance. Supt. James T. Begg of Columbus Grove was present and his talk on "The Future of our Public Schools" was one of the best that we have had the privilege of listening to. Everyone went home infused with enthusiasm and eager to make more of their opportunities for the betterment of our public schools.

—Morrison Van Cleve, son of Supt. C. L. Van Cleve of Mansfield, has finished his course in the University of Pennsylvania, and is now in the Pueblo High School teaching English.

—Supt. Ed. A. Evans, Chicago, Ohio, is at home any place along the line of his work. A recent call at his schools found him teaching a sixth grade, the teacher being absent for the day. All the schools in the town, from the primary to the high school, show the results of his careful planning and supervision. His unanimous reelection,

early in February, for two more years, at an increase in salary of \$100, shows what the board of education thinks of him.

— Dr. H. S. Lehr, in sending in his renewal subscription to the MONTHLY, writes that he first subscribed in 1858, stopped awhile from 1861 to 1866, — several things stopped in those years — subscribed again in April, 1866, and continued all the time since. His references to the MONTHLY are too kind and complimentary to publish, but they are greatly appreciated, coming from one who has been such a potent factor in the educational affairs of Ohio for more than half a century.

— Dr. A. D. Beechy of Norwalk is getting old in experience, having served as superintendent of the schools of that city for fifteen years, following two years as principal of the high school. In openness of mind to see the best things in education he is still young and in the generous impulses of a warm heart to sympathize with both pupils and teachers in their work, he is getting younger all the time. The editor had a delightful little visit with him recently and is under renewed obligations for his courtesy and kindness.

— Hon. Henry Sabin whose long experience in all grades of school work and rare common sense in dealing with all sorts of school problems admirably fit him to express opinions of positive value, sends the following in a recent letter to the editor, from Des Moines, Iowa:

Considering the answers to the questions "Did you break the window?" "No, sir." "Do you know who broke them?" "Yes, sir." "Will you tell me who broke them?" "No, sir." "But," continued the teacher, "if you don't tell me I shall

whip you." "All right," says the boy, "dad says if I do tell he'll lick the stuffing out of me, and I had rather take two of your lickings than one of his." I once knew just such a case as that. To put it ethically, "Is it better for the boy to disobey his "dad" and obey his teacher, or to obey his "dad" and disobey his teacher? Who will give us a formula that will solve my problem? — I was in school 57 years, and nearly always I made trouble for myself when I attempted to settle a case of discipline before I came face to face with it.

— Supt. Ward H. Nye of Oberlin holds the reins with a tight grasp and directs the schools of that city with a determination to solve its public school problems wisely and well. Under his administration, the high school course has been increased to four years and the work of the last term has been very successful as indicated by the unusually large number of pupils with an excellent standing in their daily recitations. The editor surprised Supt. Nye and pleased himself by visiting the schools of that educational center in January.

— Lorain's rapidly increasing school population comes from all countries and is composed of many tongues. Supt. Eldredge informed the writer, on a recent visit with him, that last year the children of the schools of that city spoke twenty-eight different dialects. To make American citizens out of these is a problem whose successful solution requires thoughtful study and inexhaustive patience. All agree that Supt. Eldridge is well equipped to direct his teachers in their difficult task and the success of his administration fully proves the correctness of the estimate.

—The Elyria Teachers' Club is composed of more than fifty of the best teachers of that beautiful little city so long and so well known as one of the centers of school sentiment which makes good schools. In the past this club has met twice a month and engaged in the discussion of school problems, led by one or more members appointed for the purpose. This year monthly meetings are held and outside speakers are secured. The editor had the good fortune to be the "outsider" at the meeting on January 24. No better audience can be found anywhere and the home feature of these meetings is delightful. There is an entire absence of all formality and all who attend are "at home" in the full meaning of that phrase. Supt. W. R. Comings and the officers of the club are to be congratulated on the splendid spirit which prevails. A visit in the schools the day following evinced the same spirit of good will and hearty cooperation as is found in the club. The high school, which has been under the direction of Principal H. M. Ebert for so many years, now enrolls 414 of whom 43 per cent. are boys. A large number of these are foreign pupils, special interurban cars being run to accommodate them. One of the many features of the high school work indicative of its success is the large number of graduates who enter college, the average for the past seven years being more than 38 per cent. It is interesting, also, to note—other cities in Ohio will find the statement of value in making comparisons—that, while the report of the United States Commissioner of Education shows that but one in 24 of those who enter the first grade, and but one in four of those who enter the high school, graduates, in Elyria one

in every four of those entering the first grade and one in every three of those entering the high school, graduates. Manual training is already on a firm footing in the schools and has proved its right to a place in a public school system. It is no exaggeration to state that Supt. Comings and his board of education are conducting the schools with rare judgment and skill and that the children of Elyria are enjoying school opportunities second to none in the state.

—The editor was "called down" from his room in the Hotel Euclid, Cleveland, on the evening of January 25, and compelled to face as good a lot of "boys" as can be found in the schools of Ohio. Superintendents Frederick of Lakewood, Kirk of East Cleveland, Tilden of Cleveland Heights, Rankin of Euclid, and Principals Axline and Cully of the Forest City made up the party which called to hold a sort of preparatory service to the County Association the following day. The "round table" discussions were not altogether of a purely pedagogical nature but the cordial friendship manifested by the call and the kindly reception which followed at the Association were heartily appreciated.

—The many Ohio friends of Supt. D. A. Lambright of Kendalville, Indiana, who remember with pleasure his work as a teacher and member of the Ohio Legislature, will be glad to learn that he is now in the institute field for which his training and successful experience admirably fit him.

—The Milwaukee Board of Education gave evidence of its good judgment on February 5 by unanimously reelecting Supt. Carroll G. Pearse for another term of three

years. A few more acts of this kind and this city will become "famous" in ways other than the one with which it is usually accredited.

— Experience warrants the statement that it pays to visit the schools of East Cleveland, see the splendid new high school building with its fine equipment, get a glimpse of the work of the good teachers whom Supt. Kirk has gathered from the four corners of the earth, and look in on a high school which enrolls 136 girls and 145 boys! Can this condition be found elsewhere either in or out of Ohio? Surely there is "nothing the matter" with East Cleveland from an educational standpoint.

— The report submitted by Supt. J. W. Carr to the Dayton Board of Education, on February 7, relative to the erection of a manual training high school in that city is a most convincing argument of the value of technical education, and the cordial reception given the report indicates favorable action in the near future.

— The *Western Star*, one of the oldest and staunchest Republican newspapers in Ohio, published in Lebanon, is entering upon a new era of life and vigor with our old friend and former Ohio school man, John M. Mulford as manager-editor. The editorials from his pen in the issue of February 7 make exceedingly interesting reading. We congratulate all the present subscribers upon their good fortune and predict a growing subscription list under the new management.

— The Hamilton schools continue to grow in number and excellence under the vigorous supervision of Darrell Joyce who is kept exceedingly busy trying to supply teachers to meet the rapidly growing needs of

the community. He is ably seconded by Principal W. P. Cope of the high school who has given twenty-two years of splendid service to the city. The standard of the schools is high and work is the only means of success. A brief visit in the schools on February 11 was greatly enjoyed by the editor who saw evidences of thoroughness in all departments.

— Down at Camden where Supt. J. L. Fortney has had charge of the schools for four years, they are still trying to figure out how he secured and furnished a residence ready for occupancy without being found out. He did this and even the best informed were in total ignorance of his intentions until it was all over, and he returned with his bride, a former Van Wert county teacher, after the holiday vacation. Congratulations are coming in now that the secret is out, in which the MONTHLY heartily joins.

— An hour in Delaware and a brief talk to the high school of nearly 400 — perhaps the largest high school in Ohio, in a city of that size — convinced us that that classic city truly "came into her own" when Supt. Vance was called to take charge of the schools. He is admirably equipped in every way for the position and the influence of his strong personality is seen everywhere. The high school is to be greatly enlarged and improved and a general advance all along the line, educationally, is the program.

—"If you seek his monument, look about you" may be applied with a large degree of truthfulness to Supt. J. J. Bliss, of Bucyrus, who, for twenty-five years, — three years principal of the Bucyrus high school, ten years superintendent at Crestline,

and twelve years at Bucyrus — has been doing such effective work in Crawford county. The editor had the pleasure of a half day's visit with him in his schools, February 15, and was deeply impressed with the many evidences of his helpful influence outside of the schools as well as in them. The strong Y. M. C. A. and the beautiful Public Library, are very largely the result of his quiet, unassuming, but effective efforts.

The next day was spent with the teachers of Crawford county, in their quarterly institute, when the following program was carried out, the excellent music being under the direction of Supervisor Goldsmith of the Bucyrus schools: Agriculture in the Schools, Amos Keller; Report of the State Meeting, at Columbus, Supt. Bittikofer; Colonel Crawford's Expedition, Supt. Bliss; The Teacher's Surplus, O. T. Corson.

A very enthusiastic discussion on the general subject of Teachers' Contracts brought out the fact that a few boards of education in the county are ignoring the law requiring eight months' school at not less than \$40.00 a month, and are not paying the teachers for attending institutes. In the majority of instances, however, these excellent laws are being executed and in a number of instances township boards are paying salaries in excess of the requirements of the law. While there are in Crawford, as in all other counties, a few "spots" on the "educational sun," it still shines, and the schools are growing better. In the address of Supt. Bittikofer, who is a member of the board of school examiners, a most earnest plea for a better organization of teachers was made, and the remarks of R. A. Garvin, of the Bucyrus high school, president of the

institute and also a member of the examining board, in directing the discussion, plainly proved that the county examiners are really leaders in the educational work of the county. Principal Miller, of the Bucyrus high school, was requested to discuss Arithmetic as a Mental Development and in a few minutes made plain to all at least one of the secrets of his success in his work.

—Hon. Lewis B. Houck, ex-State Senator and ex-Private Secretary to Governor Pattison, but present - and - always - one - of - the - best - fellows - in - Ohio, had a narrow escape from death in a serious accident a few weeks since. A letter dated Feb. 14 brings the good news that he is again able to sit up, and all who know him and his worth will join the MONTHLY in wishing him full recovery at an early date.

—North Baltimore, with a population of 3,500, has a high school enrollment of 130 — double what it was three years ago — of which number 64 are boys. The senior class numbers 16, with 9 boys. Congratulations are due the schools with Supt. B. O. Martin in charge.

—The "Ohio Man" is here, there, and everywhere. He is in the editorial chair at Manila and doing good service in publishing *Philippine Education*. The editor's name is F. R. Lutz, one of the "Darke County Boys" whom it is a pleasure to remember as being in attendance at one of the enthusiastic institutes, for which that county is famous, of a few years ago. A recent letter to the editor of the MONTHLY is too full of kind things of a personal nature to publish, but it will be of interest to Ohio teachers to know that one of their own number is making good in



one new profession. The Thanksgivng copy of *Philippine Education* is full of good things for which the teacher of the islands are, no doubt, thankful.

—D. V. Brown, of Hamilton, who will complete his course in Ohio Wesleyan in June, has been elected to the principalship of the Plain City high school.

—The Fifth Annual Session of the Schoolmasters' Conference, will be held in the Auditorium of Ohio University, Athens, Ohio, on Friday and Saturday, March 15th and 16th, 1907. Prof. Clinton F. Hodge, Ph. D., of Clark University, Worcester, Mass., will attend all the sessions, presiding at two round table meetings and giving an illustrated evening lecture of a popular nature. The topics selected for discussion are live ones and their consideration will be conducted in such manner as to avoid any stiff formality and to bring out the freest and fullest interchange of views and experiences. The Training School—first five Primary grades—of the State Normal College will be in session Friday and, until noon, Saturday. The work here will not be perfect, but it will be representative, and suggestive of good, modern methods of teaching.

—Dean H. C. Minnich, of the Normal College of Miami University, is planning a great feast for summer term students. He has had his hand on the pulse of the school situation in Ohio long enough to know just what the teachers need, and is planning accordingly. The marvel is that teachers can go to a summer school for six weeks at such a modest expense, which is so small that no teacher need stay at home on that account.

—Supt. Arthur Powell, of Middletown, has arranged a most attractive course of lectures for the high school by business and professional men of that city. There are eight of these lectures in the course for this latter half-year, and they are certain to inspire the young people to higher standards.

—Supt. S. E. Weaver, of McComb, is delighted with his present position, finding the work and the people altogether congenial. As a rule, a man finds what he is looking for.

—Summer School advertising is abundant in this number of the MONTHLY, and the preparation that is making for effective work should induce an additional thousand teachers in Ohio to enroll in some one of these schools. Last summer the enrollment was about four thousand and next summer it should be five thousand at the very least. The teachers who take work in one of these schools and makes a creditable standing can easily arrange for advanced work which can be done at home during the next year. These schools are making every inducement to teachers to move up the line.

—More than 100 alumni of Miami University attended the annual mid-winter rally of the Miami University Alumni association at the Hamilton club, Feb. 21. Judge William S. Giffen of the circuit court presided. Among the speakers were: Dr. J. M. Withrow, of Cincinnati; Senator W. F. Eltzroth, Lebanon, O.; Senator W. H. Meck, Dayton; President Guy P. Benton and Dean A. D. Hepburn, of the university.

—Supt. L. J. Bennett, of Covington, some time since offered elective courses in Greek, German and Trigonometry and now has classes in all

three of these studies. He very wisely restricts it to those who were already carrying not more than four studies and making good records in these four.

—Supt. J. O. Berg, of Broughton, and Supt. J. H. Finley, of Antwerp, are working over-time in preparing for a meeting of the Paulding Co. teachers, which will be held at Oakwood, March 30.

—Prin. T. C. Flanegin, of the Pomeroy high school, has been confined to his home for some weeks with an attack of pneumonia, but a recent letter from him is full of hope that his days of imprisonment will soon be over and he will be able to resume his work. This hope is shared by his friends whose name is legion.

—Supt. Boyer, of Circleville, was so fortunate as to secure Frank L. Simanton, of Ashland, to act as substitute for Prin. Otto Williams, while the latter was ill with appendicitis.

—Miss Luella Correll, of Wooster, has charge of the science department in the Steubenville high school during the serious sickness of the regular instructor.

—Owing to ill health, Supt. R. J. Alber, of Rootstown, has resigned, the resignation to take effect with the opening of the spring term. Many will wish him a speedy recovery to his accustomed strength.

—Miss Florence McNeal, of the Akron schools, was elected to a desirable position in the Cleveland schools, the last of the month, and began work February 11th.

—Putnam county teachers will hold their regular quarterly meeting at Pandora, March 30.

—Arthur Walker, principal at Milford Center, was recently

tendered a position in the high school at Plain City at an increase of \$10 a month, but like the good man that he is, he would not resign and leave his board.

—Supt. F. J. Roller is making great preparation for the entertainment of the clans from Columbiana, Mahoning and Trumbull counties, at Niles, on Friday and Saturday, March 15 and 16.

—The University of Wooster is rejoicing over recent gifts to the endowment fund, \$125,000 each from the Rockefeller gift, the Educational Board, and Louis H. Severance, and \$50,000 from Andrew Carnegie, making in all \$300,000 in addition to a gift January 1, of \$10,000 from Mr. Severance for the endowment and \$45,000 a little later for the completion and furnishing of the new cottage for women in process of erection. The latter has been named Holden Hall, a fitting tribute to the tireless energy of President L. E. Holden, through whose efforts, in large measure, the financial results have been made so happy. The University has the \$300,000 conditioned on raising \$500,000 in all for the endowment fund, but those who are in a position to know do not think that this will prove a very great obstacle.

—The article in this number, by Dr. Alston Ellis, on the Summer School of Ohio University, will well repay a careful reading as an illustration of vigorous English. It is clear, cogent, forcible.

—The School Improvement Federation people are rejoicing in the fact that finances are in better shape than ever before, which furnish the "sinews of war" for a vigorous campaign during the coming year.

—The following extract is taken from a Celina paper in its account

of the meeting of teachers, Feb. 16: "The afternoon session was opened with a beautiful duet, 'Dance of the Demons,' by Miss Nora Hawk and Miss Hazel Dixon. This was followed by another selection, 'A Basket of Chestnuts,' by the Mendon Quartette. The president then introduced J. D. Simkins, of Newark."

"If the day looks kinder gloomy  
An' your chances kinder slim,  
If the situation's puzzlin'  
An' the prospects awful grim,  
An' perplexities keep pressin'  
Till all hope is nearly gone,  
Jus' bristle up and grit your teeth,  
An' keep on keepin' on."

—Supt. W. N. Beetham, of Carrollton, has arranged for a series of lectures by professional and business men, before the pupils and teachers of the high school. On the subject the local press comments as follows:

To the fertile and original thinking apparatus of Superintendent W. N. Beetham, of the Carrollton schools, is due an innovation which will be a treat and great help to the students. He has arranged for a bi-weekly talk, commencing Friday afternoon of next week, to the students by men experienced in their profession and line of work. The speakers were selected by a secret ballot taken in the school on Tuesday, when the proposition was first presented by Mr. Beetham, after he had consulted with the members of the Board of Education about it.

—Supt. S. F. Deets, of Oneida, has resigned to take a position with the Carrollton Pottery Co. He has taught in Carroll Co. 23 years, and for two terms was county examiner. For four years he was superintendent at Dell Roy. He leaves the work with regret, but could not well afford

to ignore the question of higher salary.

—Rio Grande College is preparing for another six weeks summer school. This is expected to be the best term since the summer terms have been a feature of the college year. Superintendent O. T. Jacobs, of Coalton, has been added to the teaching force, and arrangements are being made for a large increase of attendance. Superintendent Jacobs is a strong man, and his addition to the summer term faculty will be a strong advertisement for the school.

—The educational forces of Worthington and the township in which it is located, including all the teachers and members of both boards of education and their wives, were entertained in the beautiful new home of Supt. Gruver, on the evening of February 16. The editor enjoying the evening with them and congratulates the schools represented upon the hearty co-operation manifest everywhere.

—The teachers of Lorain county will meet at Wellington, March 9, when the following program will be given: Primary Number Work, Miss Sarah Huntridge, Wellington; Arithmetic in the Grammar Grades, E. L. Jackson, Lorain; Mathematics in the High School, Prin. H. W. Ebert, Elyria; Reading in the Upper Grades, Mrs. A. B. Allen, Oberlin; Literary Interpretation, Prof. Wm. G. Casky, Oberlin College; Selected Readings, Robt. Rice, Elyria; Why We Read Shakespeare, Prof. Chas. H. A. Wager, Oberlin College.

—March 15 and 16 will be red letter days at Ohio University, when the fifth annual session of the School Masters' Conference will be held, with Dr. C. F. Hodge, Clark University, as conductor. Among the

topics to be considered are: The School Revenue Problem in Ohio, Nature Study in Elementary Schools, Normal-Trained Teachers for Rural Schools, The Function of the Public High School, and The Problem of High School Biology. On Friday evening, Dr. Hodge will lecture on The Forces of Living Nature in Relation to Society and Education.

President Ellis and the faculty of Ohio University will give a most cordial welcome to all who can attend.

—Supt. James Ross introduced and the Mercer county teachers passed, February 16, strong resolutions of regret at the loss of Supt. R. E. Offenbauer from the county, but congratulated him and Supt. John S. Alan upon his selection to the principalship of the Mt. Vernon high school.

—Prof. W. W. Weaver, of Antioch College, delivered his illustrated lecture on "The Merchant of Venice" before the teachers and pupils of East High School, Columbus, Feb. 21st. The Juniors in this school are now making a study of this play and the lecture was arranged for by way of illuminating the subject.

—Review Lists will assist pupils to prepare for examination for admission to high school. There is no better supplementary work. Price, 5c each branch; complete set 25c, in stamps; six sets, \$1.00. Address Will C. Merritt, Township Superintendent, Dublin, Ohio.

—H. B. Galbraith, of Uhrichsville, has been elected to the principalship of the Mingo Junction High School, to succeed Principal Charles Kime, who takes a ward principalship in Steubenville.

—Mrs. Lee A. Dollinger, after a long illness, passed away January 23,

and was laid to rest at Covington. The husband, Principal Lee A. Dollinger, of Sidney, and two daughters, Ruth and Nellie, are bowed down under this great sorrow, but they know full well that many hearts go out to them in sympathy in this time of bereavement. Mrs. Dollinger's last words were the prayer of childhood, "Now I lay me down to sleep."

—The next meeting of the N. E. A. will be held at Los Angeles, California, July 8-12. It was thought it would go to Philadelphia, but the railroads declined to co-operate with the committee and, as Los Angeles offered every inducement that could possibly be hoped, the change was made.

—W. E. Kershner, Business Manager of the O. T. R. C., has been afflicted for some weeks with ear trouble but is much better at this writing. We all hope most ardently that he may very soon be able for the work which he has been doing so well and faithfully.

—Supt. A. B. Jones, of Waldo, and his board of education are working on the problem of centralization and the prospects seem rather bright for a correct answer.

—Dr. Harry Pratt Judson has been elected to the presidency of the University of Chicago as the successor of the late Dr. Harper.

—We are always pleased, of course, to find that our advertisers get value received for their expenditures. The advertisement of the Modjeska Male Quartette, of Springfield, is a case in point. Already they have engagements running from April 23 to June 1, and there can be no doubt that they will receive many more invitations. The truth is that they are altogether worthy and

nobody can possibly be disappointed with their singing.

—We have it on the best authority that Dr. Scott F. Hershey, of Wooster, is a lecturer of great power and that his audiences are always captivated. We are pleased to call special attention to his advertisement in this issue, and are sure our patrons will give it a careful reading.



DR. SCOTT F. HERSHEY.

—The Western Ohio Superintendents' Round Table will meet at Oxford, March 22 and 23, and Supt. C. B. Rayburn, of Port William, chairman of the executive committee is busily engaged in arranging the program.

—The high schools of Hilliard and Dublin debated the question of restricting private fortunes, March 23. The judges were Supt. J. S. Edwards, Supt. L. C. Dick and F. H. Young, who gave Hilliard the palm.

—Supt. J. L. Clifton, of Homer, succeeds R. E. Offenbauer in the superintendency at Mendon. Thus the worthy ones move up the line.

—If you want to enjoy an ideal vacation in unconventional travel, with unconventional recreation combined with unconventional education,

go abroad through England, France, Germany, Switzerland, Italy, Greece, and other countries. No more delightful trips can be planned than those arranged by the Bureau of University Travel. The school is genuine and the faculty is composed of the best lecturers in the country. Let us tell you all about it. Address Ohio Educational Monthly, Columbus, O.

—This little poem "The Sky," by Richard Henry Stoddard, ought, at least, to cause us to look up now and then:

"The sky is a drinking-cup,  
That was overturned of old,  
And it pours in the eyes of men,  
Its wines of airy gold.

We drink that wine all day,  
Till the last drop is drained up,  
And are lighted off to bed  
By the jewels in the cup."

—Supt. C. T. Coates, of Pomeroy, is having a siege of typhoid fever. The latest word is that he is in a fair way to recover, but the physician will set no time, as yet, for resuming his work. If any words of ours could hasten the time, they would come in great abundance. We all hope that very soon the schools may again feel the influence of his presence.

—Supt. W. S. Rowe, of Greenville, has been reelected for another year, and his salary raised to \$2,000, which is an increase of one hundred dollars.

—A Liberal Education is the title of book recently published by C. W. Bardeen, of Syracuse, N. Y. The author is Charles William Super, Ph. D., L. L. D., of Ohio University. In addition to the very interesting and suggestive chapters which make up the body of the volume, there is

a valuable appendix containing a list of five hundred best books.

—Woe betide us! Here Supt. A. W. McKay, of Middleport, has been married for ever so long, and not a word from us. But then he probably never noticed the omission, being so busy and so happy. He is one of the very best and the MONTHLY is glad that he is having heaven on earth.

—Supt. Chauncey Lawrence, of Hilliards, is so busy getting things done well, that he hasn't had time to think about his success. But the people have done that for him and the verdict is altogether favorable.

—Supt. J. W. Wyandt, of Bryan, has been greatly afflicted for some months past. While fishing late in September, a fish-hook caught in one of his fingers, which resulted in blood-poisoning of a most virulent nature. His life was despaired of for weeks, and sixteen operations on the hand were made. He is now in a fair way to recover, which will bring joy to his hosts of friends.

—Miss Jessie Fair and Miss Marcella Crain, of the Columbus schools, will tour Europe during the summer vacation with the Bureau of University Travel, and this tour will be a liberal education.

—The North Central Association of Colleges and Secondary Schools, will meet at the Auditorium Hotel, Chicago, March 29-30. Prin. Edward L. Harris, of Central High School, Cleveland, is president, and has arranged a program of unusual interest. Supt. W. H. Elson and Prin. B. U. Rannells, of Cleveland, have parts assigned to them on the program.

—A recent number of the Delaware *Transcript* contained a good cut and an excellent article, touching the effective work of Supt. J. G.

Crabbe, of Ashland, Ky., as the manager of the Chautauqua in that city. All who know the man, know without being told, that he never slight any work to which he puts his hand. His home friends in Ohio are proud of him.

—A Dayton paper, of recent issue, publishes the following names in discussing the probabilities relating to candidates for the office of School Commissioner: Charles S. Seese, J. W. Zeller, J. H. Snyder, W. H. Meck, E. B. Cox, C. W. Bennett, H. G. Williams, S. K. Mardis, C. L. Van Cleve.

—The Board of Control, of the Ohio Teachers' Reading Circle, will meet in Columbus, March 22, to make a preliminary survey of matters pertaining to the adoption of books for the coming year. The experiment of employing a Business Manager, has been successful beyond anticipation, and this plan will, without doubt, be continued. There seems to be a most ardent desire, on the part of all members, to adopt the book in each subject that will be most helpful to the teachers, and this is a work and a responsibility of no slight significance.

#### BRIEF NOTES ON CHICAGO MEETING.

The weather was perfect.

The attendance was large, Ohio furnishing one of the largest delegations, numbering at least 100.

President Stetson pleased everybody. He ruled with gentle firmness, rare tact, pleasing humor, and perfect fairness.

Supt. Cooley welcomed the delegates in a simple, direct, sincere manner, so characteristic of the man. The ovation given him plainly indicated that all the members sympathize with him in his courageous

administration. Commissioner Jones's address was most cordially received and the Ohio delegates were all on hand to show their appreciation when his hour to speak came.

Reformed spelling had its inning as usual, making one score and striking out once. John McDonald was on hand to relieve the dreary monotony of the presentation of the subject.

The Department honored itself in showing its appreciation of Dr. William T. Harris, by one of the most remarkable ovations ever witnessed in any of the meetings. His response was a masterly discussion of some of the great underlying principles of education and civilization, stated in terms of a philosophy so profound and a wit so keen as to interest and delight all who heard.

The Louisiana delegation of twenty-four was perhaps the largest in attendance considering the distance travelled. Their head was State Supt. J. B. Aswell, whose enthusiasm has permeated the whole state. His address, the first on the program, was an interesting discussion of the question — Is the Child the Ward of the Nation? It seemed to be the general consensus of opinion that the address of Supt. Payson Smith, of Auburn, Maine, on the subject of Who is Responsible for the Defective Conditions of Our Schools, reached high water mark.

The Financial Value of an Education was the subject of a most interesting talk by President James H. Eckels, of Chicago — the only man who did not read. To see him before the large audience, without a note, thinking his way clearly and forcefully through his subject, and expressing his thoughts in vigorous English, was an object lesson which

ought to teach school men the value of being able to talk on the subjects assigned. It is hoped that some day, at least those who discuss papers, will not be permitted to read other papers.

Programs were in frequent use in the meeting, members trying to determine, by reference to them, the subject under discussion. This was made necessary by the failure of what the reader was saying, to furnish any clue to that important piece of information.

No one was heard to object to the election of Supt. Frank B. Cooper, of Seattle, as President of the Department. There is a unanimous feeling that the honor was most worthily bestowed upon a most worthy man whose success in his work and whose fidelity to the N. E. A. merit the recognition.

By unanimous vote, the next meeting will be held in Washington, D. C.

#### **HOW TO MAKE BLOCK SYSTEM SAFE.**

In a secret effort to put to proof the carelessness and efficiency of its engineers and train crews, the Northwestern railway last year made a series of "surprise tests," resulting in the main agreeably to the best expectations. It was demonstrated that out of 1,625 tests of faithfulness in obeying the block signals there was not a single instance of failure to comply with the regulations. With respect to 1,621 tests of other descriptions there were only sixteen cases where the rules were not absolutely obeyed, a failure of only 1 per cent. As a result of these failures ten engineers were summarily discharged and the other offenders were severely reprimanded. They were told in plain language that it was no fault of theirs that an acci-

dent had not occurred, and that they had done everything in their power to contribute to such accident. This rigorous inspection and the certainty of swift punishment have not failed to bring the employes to an appreciation of their duty and to reduce to a minimum the chances of a railway horror.

The point of this demonstration, apart from its application to one system, is that what has been accomplished by the North-Western may be as easily brought about by any railway in the country. It shows with sufficient clearness that a rigorous and effective discipline is all that is necessary to the elimination of a too frequent cause of peril, and that it lies within the power of railway officials to make the block system a safeguard against terrible disasters such as have so recently shocked the country. The example set by the North-Western is commended to other roads as one worthy to follow. The sooner employes learn that rules are made to be observed, and that the failure of such observance has direct and disagreeable personal consequences, the sooner will come the public assurance that the roads are doing everything in their power to secure the safety of the traveler.—  
*From Editorial, Chicago Tribune.*

#### NORTHEASTERN OHIO MEETING.

The meeting of this great body of teachers was held at Cleveland, Feb. 15 and 16, and there is no exaggeration in the statement that no more successful meeting of teachers was ever held in Ohio. The committee had made extensive plans in advance and in the meeting itself their fondest anticipations were fully realized. The paid membership exceeded 2,700 and, after paying all the expenses

incident to the meeting, there remained in the treasury \$364.10. The round table programs on Friday showed thoughtful preparation and clear insight into the needs and achievements of the schools. One thing to be noted especially in these round table discussions, was the fact that teachers of all grades took part in the discussions and gave illuminating talks on the questions at issue. The general addresses were of a high order. Indeed, they were of unusual brilliancy. The speakers were Dr. G. Stanley Hall, Dr. John W. Cook, and Prof. George E. Vincent, and it would be difficult to assemble on a platform a stronger combination of speakers on educational topics. The music by Francis J. Sadlier and by the Philharmonic Quartet Club, under the leadership of Sol Marcosson was most enjoyable and inspiring.

Hereafter there will be two meetings of this association held each year, one of which will be held at Cleveland and it is quite evident that the executive committee will need a "thinking cap" in order to keep up the standard.

The committee on resolutions thanked the committee for their effective work and the speakers for their noble addresses and further resolved "That the recommendations of our honored School Commissioner, the Hon. E. A. Jones, in his annual report in reference to the organization and centralization of rural schools, the establishment of additional normal schools and a teachers' college and the certifying of teachers be most heartily approved."

The officers elected are the following: President, Supt. W. R. Comings, Elyria; Vice-President, Supt. F. H. Kendall, Prinesville; Treasurer, Supt. H. A. Redfield, Notting-



ham; Secretary, Miss Mary J. Bright, Cleveland; Executive Committee, Supt. H. V. Hotchkiss, Akron, Supt. J. M. H. Frederick, Lakewood, and Supt. Wm. H. Elson, Cleveland.

# SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO.

June 24, 1907—August 2, 1907

## GENERAL INFORMATION

Attendance Statistics:—The attendance of students at the Summer School of Ohio University for the last eight years is herewith shown:

Year..	Men.	Women.	Total.
1899 .....	38.....	23.....	61.
1900 .....	36.....	29.....	65.
1901 .....	45.....	57.....	102.
1902 .....	110.....	128.....	238.
1903 .....	159.....	264.....	423.
1904 .....	194.....	363.....	557.
1905 .....	220.....	430.....	650.
1906 .....	207.....	449.....	656.

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the last week of the term.

In 1906, the students came from all sections of Ohio and represented seventy-four counties of the state. Kentucky, Virginia, West Virginia, Illinois, Pennsylvania, and New York were represented in the 656 names enrolled in the summer of 1906.

**Needs Considered and Courses Offered.**—In arranging the courses of study for the Summer School of 1907, the various needs of all classes of teachers and those preparing to teach have been carefully considered and fully provided for. About one hundred courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1907, which will begin June 24th and continue six weeks.

**Faculty.**—A faculty of more than thirty members will have charge of the

instruction. Please to note that all the instructors, with one exception, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer Term are thus assured of the very best instruction the University has to offer.

**Selected Work.**—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out systematically the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

**Courses of Study.**—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer Term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

**Reviews.**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing for any advanced examination, will find excellent opportunities at Athens.

**Spring-Term Reviews.**—The Spring Term of Ohio University will open Monday, April 1, 1907, and close Thursday, June 20, 1907. On Monday, May 6, 1907, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the

MANICED COTTY.

*uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certifying teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1907. Only a *just portion* of the usual term fee of \$5 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Physics, Physiology, Latin, and some other subjects. However, *none of this work is promised.*

**Primary Teachers.**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer Term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially* valuable. *Every teacher* of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

**Home Study.**—Opportunity for *home study* will be offered only to advanced students who will take examinations in the studies so pursued, or otherwise satisfy the professor in charge that the work has been satisfactorily done.

**Expenses.**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. Boarding in clubs, per week, costs from \$2.00 to \$2.25, and at Women's Hall, \$2.75. A student may attend the Summer School of six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy less than this would be required. Applications for rooms should be made before June first, but students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located.*

**Ample Accommodations.**—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, *convenient to*

*the University* may be rented for \$1.00 a week, including light, fuel, bedding, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$1.00 each per week.

**Women's Hall.**—Rooms in Women's Hall range about the same as the prices before named. Ladies wishing rooms in Women's Hall should engage them in advance, as such rooms are in demand.

The present building will not accommodate to exceed thirty students. A 40,000-dollar appropriation for a *new building* and a 5,000-dollar appropriation for equipment are now available. The hope is that the new building will be ready for the reception of Summer-School students in 1907. If *this hope is realized* the price of all quarters—old building and new building—owned by the University, will not exceed \$0.75 *per week* for each student. These two buildings will accommodate at least 125 students. It is probable that the table-board of these students, if present plans can be carried out, will be reduced from \$2.75 to \$2.50 per week. However, *this is not promised.*

**What Athens Can Do.**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer Term of 1906, every student had been *eligibly located.* Accommodations for at least 250 additional students were available.

**Free Lectures.**—Arrangements have been made for free lectures to be delivered in the Auditorium of the University within the period required by the Summer Term.

**Teachers' Conferences.**—At least six conferences—two hours each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management.

**Ohio School Laws.**—Particular attention will be given to the provisions of Ohio's *new school code.* A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in

School Administration will consider the provisions of the entire school code.

**Laboratories, Etc.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*.

**Text-Books.**—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient.

**Range of Studies.**—The following subjects will be taught during the Summer Term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer Term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (two classes), Grammar (two classes), U. S. History (two classes), Algebra (four classes), Public-School Drawing (three classes), Free-Hand Drawing (three classes), Book-keeping (two classes), General History, Physiology, Psychology, Anatomy, Political Economy, Beginning Latin, Caesar, Vergil, Cicero, Advanced Latin, Physics (two classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods, Special Methods in School Studies, Pedagogical Conferences, Political Geography, Commercial Geography, American Literature, English Literature, Preparatory Rhetoric, Shakespeare, Tennyson, Paidology, or the science of the Child (four classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Nature Study, Botany, Observation in Model School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, How to Teach Reading, Sight-Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient de-

mand is made at the opening of the term.

**Other Branches.**—Arrangements can be made by students attending the Summer Term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed \$5.00* for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**Summer-School Advantages.**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

**How to Reach Athens.**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the state and reach Athens within a day.

**Requests for Names.**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be *interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**Summer-School Booklet.**—Those interested in the Summer School of Ohio University can secure *free of charge* a

handsome Booklet—over 50 pages—giving names of instructors, description of courses of study, schedule of recitations, hours of credit, and other particulars desirable to know, by addressing the President of the University.

**Conclusion.**—The President of the University will cheerfully answer *any* questions teachers or other desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 23, 1906, the total enrollment of different students for the college-year ending June, 1907, will not fall below 1,400. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,  
President Ohio University,  
Athens, O.

## UNIFORM EXAMINATION QUESTIONS FOR FEBRUARY.

### THEORY AND PRACTICE.

The first five questions are based on "Rational Living" by Henry C. King.

1. Into what three classes does King divide temperament? In each lies what tendency against the symmetrical development of character?
2. What new light do King's remarks upon the asceticism of the body throw upon the teacher's practice and teaching of physiology?
3. What does Augustine Birrell mean by "truth-hunting?" What danger lies in this direction?
4. Can you even passively indulge in false emotions and experience no evil effects? Name some other cautions with regard to thought and conduct which knowledge of "the unity of the mind" imposes on you.
5. Do we make our environment or does our environment make us? Explain.
6. What book on teaching has helped you most? How has it helped you?

7. Why should the teacher pay attention to the personal habits of his pupils as well as to their habits of study?
8. In reading, which do you prefer, to have pupils read from their seats or come forward as a class? Why?
9. In what period of the day's program would you place arithmetic? What is the particular value of oral arithmetic?
10. Give one educational idea of Rousseau; Froebel.

### GRAMMAR.

Sir, I think you must perceive that I am resolved this day to have nothing at all to do with the question of the right of taxation. Some gentlemen startle—but it is true; I put it totally out of the question.—Speech of Conciliation, Burke.

The first six questions refer to the selection given above.

1. Name all phrases and classify them as substantive, adjective or adverbial.
2. Give the antecedents of two personal pronouns of the third person.
3. Give the mood, tense and voice of all finite verbs.
4. Classify the sentences with respect to form and use. Give the construction of *that* and *but*.
5. Parse *Sir, day, at all, totally*.
6. Analyze the first sentence by diagram.
7. Define syntax, substantive, abstract noun.
8. Explain the use of the participle in each of the following sentences: (a) By the giving of my usual signal, I dismissed the class; (b) At a given signal, the class was dismissed; (c) A signal being given, the class was dismissed; (d) Giving a signal, I dismissed the class.

### ARITHMETIC.

1. Find the L. C. M. of  $2\frac{1}{2}$ , 3,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and .05.
2. A man bought a horse for \$150. How much must he ask for the horse so that he can fall  $12\frac{1}{2}\%$  and still make  $20\%$  profit? \$205  $\frac{5}{7}$ .
3. A cubic foot of water weighs about 62 lbs. 8 oz. At that rate, how much does a barrel of water weigh?  $263\frac{47}{256}$  lbs.
4. If stock bought at  $20\%$  premium pays 5% on the investment, what would it pay if bought at  $20\%$  discount?  $7\frac{1}{2}\%$ .
5. Find the side of a square that would be equal in area to a trapezoid whose parallel sides are 16 ft. 8 in. and 20 ft. 4 in., and whose altitude is 8 ft. 12.16 ft.
6. When it is Monday, 7 a. m., at San Francisco, longitude  $122^{\circ} 24' 15''$

W., what day and time of the day is it at Berlin, longitude  $13^{\circ} 23' 55''$  E.? Monday 4 hr. 3 min. 12.2-5 sec. p. m. 7. A consignee sells \$6,742 worth of woolen goods, charging  $2\frac{1}{2}\%$  commission and  $1\frac{1}{4}\%$  for insuring payment. What sum will he pay over to the consignor? \$6,455.465. 8. If 468 bricks, 8 inches long and 4 inches wide, are required for a walk 26 feet long and 4 feet wide, how many bricks 6 inches long and  $4\frac{1}{2}$  inches wide, will be required for a walk 120 feet long and 5 feet wide? 3,200. 9. Define prime number; repetend; circulating decimal. 10. On a note dated Aug. 15, 1885, for \$3500, were the following indorsements: Oct. 10, 1885, \$320; Feb. 5, 1886, \$476; Apr. 20, 1886, \$525; June 24, 1886, \$700. What amount was due Aug. 3, 1886, at 7%? \$1666.92.

#### ORTHOGRAPHY.

1. What letters of the alphabet are sometimes called liquids? Why are they so called? 2. What name do you apply to words of one syllable? Two syllables? Three syllables? More than three syllables? Divide the following into syllables: Arabian, liquefy, religious, courtesy. 3. Define the following: derivative word, secondary accent, breve. 4. Write two homonyms of isle, air, corse, fane and idle. 5. Mention three arguments *either* in favor of or against "simplified spelling." 6. Write the following: palatial, oracle, physics, hoping, rumored; racial, coroner, affidavit, cuticle, excise; interment, negroes, Japanese, plaid, Vesuvius; dirge, dirigible, kerosene, psychology, pagan; frugality, rebate, hemorrhage, adage, auricle.

#### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. (a) Name two beliefs concerning the nature of the globe that were held by Europeans of Columbus's time. (b) Name two causes that led to the establishment of settlements in America. 2. What part of America was explored by Balboa, Cabot, Lewis and Clark? Give the approximate date of the explorations of each. 3. In the Revolution, how did the British plan to get possession of the South? Why did their plan fail? 4. Discuss briefly: British impressment of American seamen under Washington's administration. 5. When was the Louisiana Purchase made?

Name four states formed from this territory. 6. Why would it have been inadvisable for Lincoln to issue the Emancipation Proclamation earlier than in 1863? 7. Give an account of *one* of the following: the battle of New Orleans (1815); the capture of New Orleans (1862). 8. What is meant by "the spoils system?" When was it introduced? What was the attitude of President-Hayes toward this system? 9. Explain the process of naturalization. 10. When and how did Hawaii come to be annexed to the United States?

#### GEOGRAPHY.

1. Locate the Tropic of Capricorn; the Antarctic Circle. Over what portion of the earth are the sun's rays vertical on June 21st? 2. Compare, and account for the difference in, the climate of the east and west coasts of the United States. 3. Bound: Canada on the south; Russia on the west; Brazil on the north. 4. What are isothermal lines? Why are they not parallel? 5. What is a water-shed? A river basin? An estuary? Give an illustration of each in South America. 6. With regard to the State of Washington, note: its elevation, its climate, its railroad connections with the east, its exported products. 7. In what ways could you make a comparison of the islands of New Zealand and Madagascar valuable to a geography class? 8. What political relations now exist between the United States and Hawaii? Philippine Islands? Cuba? 9. In Ohio, what and where is each of the following: Adena, Maumee, Serpent Mound? 10. Name three cities on each of the following rivers and state one important fact concerning each: Danube, Mississippi.

#### LITERATURE.

1. What methods do you believe best adapted to the study of literature in the grammar schools? 2. Trace in early American literature some influences of its English origin. 3. Name two American writers who exerted a strong influence for the abolition of slavery. How? 4. What do you understand the term "Literature" to include? What benefit have you derived from the study of literature? 5. What qualities of Longfellow's poetry do you particularly admire? Mention two of his early poems; two of his translations. 6. To what class of fiction does each

of the following books belong: *The Spy*, *Romola*, *The House of Seven Gables*, *Tom Sawyer*, *The Murders in the Rue Morgue*? 7. Select five names from the following and state for writings in what department of literature each is famous: Louisa May Alcott, Edmund Clarence Stedman, Francis Parkman, John Burroughs, James Cowper, Jonathan Edwards, Mark Twain. 8. State your reasons for assigning to Nathaniel Hawthorne a prominent place in American literature. 9. Write briefly upon the personal characteristics of *one* of the following: Samuel Johnson, Thomas Carlyle, Walt Whitman. 10. Is it essential that every teacher of literature should be familiar with Shakespeare? Why, or why not?

#### PHYSIOLOGY.

1. Explain the difference between the structure of the bones in youth and in

old age. Name the bones of the skull. 2. Explain physiologically the statement: "The body is the only machine that oils itself." 3. What is the function of the red corpuscles of the blood? What office do the veins perform in circulation? How do they differ in structure from the arteries? 4. Of what organ is the pancreatic juice a secretion, and what office does it perform in the digestion of food? Upon what classes of foods does the gastric juice have no effect? 5. Liken the nervous system to that of a telegraph. How do the systems differ? 6. Give the structure of the retina of the eye. How are rays of light brought to focus upon it? 7. Define each of the following: tympanum, coccyx, cornea, saliva, pia mater and pleura. 8. Why will tobacco increase the tendency toward consumption? What is the effect of alcohol upon the digestion?



# THE OHIO EDUCATIONAL MONTHLY

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## APPLE BLOSSOMS.

Have you seen an apple orchard in the spring?  
in the spring?

An English apple orchard in the spring?  
When the spreading trees are hoary  
With their wealth of promised glory,  
And the mavis pipes his story  
In the spring!

Have you plucked the apple blossoms in the spring?  
in the spring?

And caught their subtle odors in the spring?  
Pink buds bursting at the light,  
Crumpled petals baby-white,  
Just to touch them a delight!  
In the spring!

Have you walked beneath the blossoms in the spring?  
in the spring?

Beneath the apple blossoms in the spring?  
When the pink cascades were falling,  
And the silver brooklets brawling,  
And the cuckoo bird is calling  
In the spring!

Have you seen a merry bridal in the spring?  
in the spring?

In an English apple country in the spring?  
When the brides and maidens wear  
Apple blossoms in their hair:  
Apple blossoms everywhere,  
In the spring!

If you have not, then you know not, in the spring,  
in the spring,

Half the color, beauty, wonder of the spring.  
No sight can I remember,  
Half so precious, half so tender,  
As the apple blossoms render  
In the spring!

*William Wesley Martin.*

## AN EDUCATIONAL DEFECT.

BY OSCAR LEWIS SHEPARD (ASHTABULA).

The increasing difficulty of making a living compels Americans of to-day to yield to the business and technical school a good share of the respect formerly paid to the old-fashioned New England college. Most of us, however, still retain something of our traditional reverence for classic learning. As Anglo-Saxons, we cling to the belief that we live not by bread alone. We continue to look upon our colleges as the conservators of our racial common-sense; as the governors on the engine of our democracy. While we bow to the overwhelming commercial interests of the age, we feel in our hearts that we would give up all else sooner than surrender the ideals of Christian education as preserved and developed by the colleges of our country.

Why, then, the recent agitation against the time-honored curriculum in the liberal arts? It is because so many of our boys, after eight years in high school and college, have no keener blade with which to hew out a career than a Latin diploma. They are well qualified to play the gentleman of leisure, but when it comes to earning a living they are not so well prepared as their schoolmates who left the fifth grade for the counter and the forge.

The natural inference is, therefore, that something is wanting in the college course handed down to us by our fathers. It does not meet the exacting demands of this industrial age. Some, therefore, recommend uprooting it altogether; others, see-

ing that the trouble lies in a waste of time, rather than in the quality of learning offered, advise a redoubling of teaching energy, a lengthening of the school day, and a radical shortening of vacations. For reasons before mentioned, the first remedy seems out of the question; the second deserves some consideration.

American students are apt to think that they have done enough if they keep up with their classes. If they "make their grades" they believe it no more than right that they be allowed to devote the remainder of their time to sports and idleness. Those, however, who are acquainted with the difference in quantity and quality between the work done by our students and that turned off by the school boys of Europe feel that our sons are in no danger from overstudy. The average lad passing from the English schools of Eton or Rugby is better grounded in the classics than are most American college graduates; and he has managed to work in considerable cricket besides.

This indicates time wasted on the part of our students. The questions arise, therefore: shall we cause them, by harder, more consecutive study, to shorten by a year or two their college careers? or, shall we not rather employ more fully their spare hours in a rational preparation for the duties of wage earning? Are the liberal arts and the practice of life incompatible? Is there any just reason why classical learning should not go hand in hand with applied science and business training?



The problem seems easy of solution. The saving grace, indeed, of our present educational system is the surplus time it allows the boy for gaining, out of study hours, a chance bit of practical experience. It is that accidental knowledge which, in after life, he chiefly employs in earning his living. Even in the learned professions, law, medicine and theology, success depends quite as much on the work-a-day common sense and habits of hustling thus acquired as on mere book learning. If, therefore, such hit-or-miss knowledge is of so much value, how much more valuable to them would be an intelligently directed course in economics applied to individual needs — remunerative labor, in other words!

The trouble with most of our graduates is that, lacking proper instruction, they have acquired habits of indolence, a pride that will not let them work, and a shyness of the business world that forbids their pushing their own interests in the face of selfish opposition. By education they are qualified to enjoy the best things of life, but by a defect in that education they are unfitted for earning anything to enjoy.

The last state of such men is worse than the first. Better, far better, the ability to acquire riches without the training to enjoy them, than expensive tastes without the means of gratifying them. In the first case wealth often educates the possessor in its rational enjoyment, but for the man of starved tastes there is little comfort save in the moral self-destruction of pessimism.

The remedy lies in organizing the

student's spare time. In the classroom let him, as at present, learn the proper enjoyment of the best and highest things of life; but out of study hours let him gain instruction in the liberal art of earning money. Let him begin, while yet in high school, to acquire the habit of gainful occupation. Let him peddle papers, shovel snow, tend furnaces, or even black boots. There is more hope, here and hereafter, for the lad who does those things than for the student of Greek who spends his spare hours with French novels and roystering companions.

As yet colleges do not attempt to find employment for more than a small fraction of their students. The idea of their responsibility in this respect has not yet taken strong hold of the public mind. In the future, however, I think it will come to be looked upon as a part of their educational function. Until that time we must look to the individual student and his parents to provide this most essential part of his training. They will not experience much difficulty in doing so. Indeed, I doubt if there ever was a college student who wished to employ usefully his surplus time who did not succeed in finding the opportunity.

The necessity which often forces boys to work their way through school is, if they but realize it, a great blessing. But a greater blessing rests upon the lad who does so through choice. He thereby acquires the first essential of a practical education, the Business Sense; and he acquires it in the only way possible: by beginning early to do business.

## IS THE HIGH SCHOOL COURSE TOO DIFFICULT?

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This question has been mooted a long time, but pupils themselves have had no adequate opportunity to express opinions upon the subject. Hence the plan of arranging a symposium for pupils from various good high schools. It should be borne in mind that the question at issue just now has no reference to college requirements, whether they are altogether wise or otherwise. The question is, "Can a pupil do the high school work in four years without violence to health and happiness?" The answers to this question follow:

WILLARD M. KIPLINGER, NORTH HIGH SCHOOL, COLUMBUS.

The question of high school training is one of the most important considerations before modern educators, for upon the high school, its teachers and its environment largely rests the decision of that all-important question, character. I am led to believe this by the statements of men who have made the subject a study but principally by my own observations. This is my senior year in high school and the year in which I am best able to look back and understand my own course and those of my fellow students. In these four years I have observed nearly every conceivable class of students: the student who studies, the student who does not; the student who succeeds, the one who fails; the brilliant student, the plodder; the hard worker, the loafer. It has been seldom, however, that I have known a pupil who did not succeed in his school work but that some reason other than mere inability was underlying. This reason has been in

nearly every case very apparent. Engaging too actively in anything else than lessons has always been an enemy of school education; several examples of this sort may be cited.

The person who goes into society to extremes can not attend to school obligations as he should. The reason is self evident, that if dances and midnight parties claim so much of his time and attention he can not, if he would, focus his energies upon school duties. One dangerous promoter of this "strenuous society" is the high school fraternity and sorority.

Although there is some good to be derived from these, yet there is no one thing which so injures high school life and yet is looked upon with such mild tolerance as the existence of fraternities and sororities. This is a strong statement but I make it only after careful observation from both the outside and the inside of our fraternal organizations.

High school athletics is a thing which most people will sanction, yet it can not be denied that many go to excess in their athletics, making lessons subordinate to them rather than governing them. This fact may account for some failures.

Of course the pupil who uses tobacco can not keep as high a standard of work as the one who does not. This is so well understood that I do not think it is necessary to speak of it further except to say that I have never known a tobacco user to be at the head of his class and more frequently has he been at the foot. This tells its own tale.

These things which I have just

mentioned I believe to be the principal reasons for pupils' succumbing to what they claim is *too much school work*. I am firmly convinced that high school work is not too hard for any person of ordinary health and intelligence, and any reasonable pupil will acknowledge the same thing. The only ones who complain about the enormous amount of work imposed upon them are those who are in great need of some vindicating excuse to palm off onto their parents, their friends and their teachers. And with this for their plea they hope to be pardoned for neglecting school to engage in some outside pursuits.

By this I do not mean to say that a student's attention should be devoted entirely to his lessons. On the contrary, a certain amount of social pleasures is quite necessary to his development. Nor is any school complete without athletics and those activities which always attend a prosperous school. The great harm comes in participating to extremes in these things. In defense of our high school institutions I would say that the best students take interest in these activities and that the people who do themselves, the school and the world the most good are those who do not endeavor to educate themselves alone from books and from their daily school lessons but from literary activities, debating clubs and recreative organizations of the school as well.

These instances I suggest to prove that our high school work is *not* excessively difficult and that nearly all of our pupils *can* do successful work but that some do not, for reasons already mentioned. I believe this and as one who sees high school life from the inside and who comprehends it, I endeavor to impress this on the minds of all those who are interested in high school education.

KATHLEEN WILLIS, MANSFIELD.

I will graduate this year in the Mansfield High School. Each year of my high school course I have taken the four required studies per year; besides these, in my freshman year I took vocal music and drawing each one period per week; in my sophomore year the same, including basket ball; in my junior year I took Greek and French extra, making six studies. This year I am taking Greek extra.

During these four years I have taken piano lessons once a week, and all this time the work has been done without any injury to my health and with plenty of time for social, church and other duties.

I can conscientiously say that in my opinion the high school course is *not* too difficult, if only school work is made primary and not secondary.

RUSSELL MCKAY, RAYEN SCHOOL,  
YOUNGSTOWN.

I am a member of the senior class of Rayen School and will be graduated from that institution in June. I have always taken it as a matter of course that I should enter college, and have chosen my studies with that end in view; so when graduated I shall be prepared to enter any American college. My course of study has included three years of Greek, four years of Latin, mathematics, including solid geometry and trigonometry, and other subjects which have combined to make it at least as difficult as the average. I have engaged in athletics to a considerable extent, having played foot ball, basket ball and baseball for three years. I have attended the school literary society for three years and am now a member of the debating team, besides having been an active member of the Y. M. C. A. during the whole time.

At school I have made it a point to get each study well enough to enable me to pass any college entrance examinations, if it should be become necessary. During the four years I have never felt that health or happiness were being endangered by too much studying. My own case is not different from that of other persons in our school, and because of their experience as well as my own, I should say that our high school course does not require too great an amount of study.

AMALIA LUDWIG, EAST HIGH SCHOOL, COLUMBUS.

It is sometimes said that it is very difficult to do in four years the work required in the high school. Yet I think this statement is rashly made without reason. This can readily be seen if one considers the little amount of work to be done in comparison with the time given. I am taking the regular course and am therefore carrying four studies besides music and drawing. I have an hour and a half in school for study almost every day. In this hour and a half I can usually get two of my lessons, while the two remaining lessons I can easily prepare after the close of school at half past one. Many of the complaints that the lessons are too hard and too long are made by pupils who find time to do everything but get their lessons, for even in the study-room they waste their time forgetful of all study. It is true, however, that some studies are more difficult than others for some pupils, and require more time, yet the amount of time after the close of school is so great that plenty of time can be given to these more difficult lessons. Therefore I think that four years are sufficient time for the work of any course in the high school if they are spent to good advantage

SADYE DAVIS, NEWARK.

The average four years high school course is not too hard if the work is put first. Of course it would be foolish to say that a student who intends to gain any profit is not compelled to work; but otherwise what is the use of wasting four years, for in that case it is certainly wasted.

I honestly believe that if the normal pupil studies diligently, and with the purpose to learn, the work is not too hard. But it should have first place, just as any man's business demands most of his time and attention; for is it not the business of the student at that time? We should have no regard for the man who frittered away his time on pleasures and let his business go to ruin, and yet how many high school pupils do that very thing.

Is it not reasonable to say that the pupil when he goes out into the world will conduct himself in much the same manner that he does in school?

And why should the school work not be hard then? The world work is hard. And the course is hard, but not too hard if it is put first, as it should be.

DONALD RAREY, EAST HIGH SCHOOL, COLUMBUS.

It has been said that the work required of a high school student, at the present time, is too heavy and that the students who do their work conscientiously and pass their studies are nervous wrecks at the end of their course. I am a high school student. I am now finishing my fourth year and hope to graduate in June. I personally know something about nearly every student attending my school, and I think I am qualified to judge as to whether or not they are overworked by the present system of instruction. In the High School which I attend the studies are arranged so

that on an average a pupil has four studies each day, with perhaps music, drawing or laboratory work once or twice a week. He has forty-five minutes or an hour and a half for study at school, leaving about three hours of work to do at home. If he gets his lessons thoroughly each night he will have no trouble in mastering them and will be sure to pass off all of his work. Assuming that he begins to study at seven o'clock in the evening, he can be through by ten and get eight or nine hours of sleep, this last being absolutely necessary. Following this schedule the afternoons are left open and he will have abundant opportunity for indulging in good wholesome exercise every day of his life if he has no restrictions or duties besides his lessons. I read a newspaper article once which CLAIMED that High School students were compelled to study all the afternoon and evening during five days of the week. This is absolute nonsense. If a pupil does his work every day as he should; if he makes good use of his study periods, if he studies, on an average three hours each night; and above all else, if he

concentrates his mind when he is studying, he will get through High School, and get through creditably. I have known pupils to become nervous wrecks, but in no case was this condition brought about by study alone.

MARY M. REX, TOLEDO.

Having completed a four years' course in the Toledo Central High School, I am prepared to say that the course which I chose did not prove to be too much for a student to carry and complete in the required time. As this may be due to the course selected, I will say that in planning my work I did not confine it to a few branches followed through the entire four years, but rather broadened the course by taking as many studies as possible, and yet going into them with some degree of thoroughness. Thus my course may not be classed as the most difficult, and yet for general useful knowledge and information as well as opening a field for broader study, I have found it very satisfactory, and easily completed within the four years with a reasonable amount of study.

## FLOWER BABIES IN THE LAND OF NOD.

BY LOUISE JAMISON.

"If I only had some one to play with," sighed Bessie, as she sat with Belinda, her doll, under the big chestnut tree. "I just wish the old woman who lived in a shoe would come along. She has such a lot of children."

"A lot of children, indeed! How did she keep them all in a shoe, pray?"

Bessie almost dropped Belinda, she jumped so.

Not because she heard the queer voice. Ah no. She had read her fairy tales, and to hear a voice answering her was not so *very* surprising. Everything could answer, she was sure, if it was spoken to in the proper way, but this wasn't just a voice. It was a person, and such a funny

person, too. A little old woman; fat and round as a ball, with a big shawl of autumn leaves and a great bonnet all goldenrod and asters.

"Did you come up the road?" asked Bessie.

"No, my dear, I didn't come at all. I've been here all the time."

This couldn't be true, Bessie thought, but she knew it was not polite to contradict, so she only said:

"I didn't see you."

"Very few people do," answered the old woman.

"Are you the old woman who lived in a shoe?" asked Bessie.

"Dear me, no," chuckled the old woman. "There's much more of me, and as for children, there's no comparison. I have millions — just millions."

"Gracious!" cried Bessie, clapping her hands. "Where are they?"

"You are standing on some now."

Bessie jumped away quickly. "I don't see any," she said.

"How can you when they are in the ground. I've tucked them in all snug and warm for the winter, and I'll soon be going to say good-night to them."

"Oh," began Bessie, "may I ——"

"May you go, too?" and the old woman laughed until her fat sides shook. "I knew you would ask that, and I suppose I must say 'yes.' Dear, dear, how tired I am. Putting babies to bed isn't an easy job. Well, come on."

"Right now?" cried Bessie joyfully. "Oh how lovely! Just let me put Belinda in the seat here. She will be in the way if I take her. But how will we get down there?" Under the ground. I mean, and please what may I call you?"

"I'm Mother Nature, my dear, and as for getting under the ground, that is easy when you know how."

Then while Bessie still wondered, her eyes shut tight, and when they opened she was in a queer place that seemed to stretch ever so far in all directions.

It was dark, but she could see clearly, and never had she dreamed of anything so cunning.

There were big bulbs and little bulbs, white bulbs and brown bulbs, all packed in as snug as peas in a pod. Then there were all the underground stems, swelling with their store of food for the sleeping plant babies; fat acorns still bearing their brown caps; lazy chestnuts that hadn't thought of undressing, and plump little maple brothers, all sleeping side by side.

No wonder Bessie clapped her hands and danced with delight.

"Oh, they are as cunning as cunning can be," she said.

"Yes they are dear children," agreed Mother Nature, proudly, "but they keep me very busy. Some of them are so impatient, too. They want to get up the moment they hear Bluebird call. There's little Snow-drop. Nothing will ——"

"I hear you, mother, dear," said a sleepy little voice, just like the tinkle of a silver bell. "Is it spring yet?"

"No, you restless child. Go to sleep this minute."

"Yes, dear mother, but you will have my white dress ready when it is spring, won't you? And my little green bonnet, too. I'll need them very early."

"I like to get up early, too," said another soft little voice. "The world is nicer when it is fresh and new. You needn't bother about my leaves, mother dear. I always find plenty left over from last year, but please let me have my pretty lavender gown."

"Dear, dear," laughed Mother Nature. "what a vain child you are, He-

patica. I wonder you even wear your hood when you first go up."

"It is such a dear hood," said Bessie. "I just love to watch her throw it off when the days grow warm."

"Well I don't need a hood, and I'm not vain either."

It was little Anemone speaking, and she almost popped out of bed in her excitement.

"It's this way," she went on, as Bessie came nearer. "I don't care about my dress. I'd like Spring Beauty's as well as my own. Hers is fine, too, with fine stripes, but suppose I should wear hers, what would Mr. Wind think? He mightn't recognize me at all, and I'd miss all my fun with him. Spring Beauty loves the sun, but I care more for Mr. Wind."

"Dear, dear! such a lot of talking, and I'm so sleepy. It can't be time to get up. The Rain Fairy hasn't tapped yet, and the sun hasn't sent a single messenger. I mean to take another nap."

"That's Crocus," said Mother Nature. "She always was an independent child. Even the color of her dress doesn't trouble her."

"Just so it's pretty," said little Crocus. "and I can have my veil."

"Well that makes me laugh," said a funny little voice in the corner. "Everybody is talking about clothes, it seems, so I might as well talk, too. You know the kind of suit I like to wear, mother, and how I love water, and, mother, for goodness' sake don't forget my pulpit. I should be lost without it."

"That's Jack. I know it's Jack," cried Bessie, clapping her hands. "He is such a funny fellow. Just like the priest, all shaven and shorn."

"Yes," said Mother Nature, "that's Jack, the little sinner. Much he cares

for his pulpit except in the early spring. If you look for him in the fall you find much of a priest I can tell you. He is more like a golfing gentleman then, with his brilliant scarlet coat."

"But come now, we must go. It is rest time for my babies."

And Bessie had only time to say, "Oh! how sweet," as they passed the corner, where Arbutus and Violet stirred in their sleep, and to cry "You dear funny little Brownies" over the wee ferns in their quaint woollen caps before her eyes shut tight and opened again upon the blue sky of the upper world.

"Gracious!" she said, taking a long breath, "how fast we came up, and dear Mother Nature, you were good to let me see your babies."

"You have seen only a few of them," answered Mother Nature. "Just look at the trees. Can you count the babies there?"

"Babies there, too! Won't they be cold when the wind blows?"

"Oh no! no! no!" came in a chorus of tiny voices from the tree tops. "Our mother has wrapped us in such soft, warm blankets and tucked us in our cradles so snug and so nice. Northwind may rock us and sing us lullabies when he is in a good humor, but he can't hurt us, for we won't put out even the tips of our noses."

"He couldn't possibly hurt me, for I have seven coats."

"Do hear my Horsechestnut baby. He is so proud of those seven coats."

"And none of them are as nice as my gray furs," said Pussy Willow.

"Yes they are, too," protected little Horsechestnut. "My inside one is lovely and woolly, and my outside one is a real waterproof. Rain can't wet me at all."

"Well I don't care, I like mine

best. I'd like to come out right now and show them, but Mother Nature says I must wait until spring. I mean to get up early, tho, for the children say it can't be spring until the Pussies come.'

"You'll pop out early enough," laughed Mother Nature, "but now tuck up your toes, for I hear Northwind coming. He will shake down the leaves and cover my earth babies. Then he'll give the world a good airing and get it ready for my Snow Fairy, who will lay her soft white blanket over you all."

Oh, Northwind is coming," said Bessie, "for I feel his breath. It is cold, c-o-l-d," and she woke up with

a shiver just as Belinda slipped from her lap to the ground.

"Gracious! I'm just under the chestnut tree," she said, picking up the fallen Belinda. "I do believe I've been asleep, too. But I've had a lovely dream, and I just know it's all true. Now we must go in, dollie dear, for Northwind has really come, and it is as cold, as cold."

And clasping Belinda tight, Bessie ran to the house, but at the door she turned and said in a low voice:

"Good night, little flowers under the ground. Good night, little leaf babies in your tree cradles. Good night and sweet dreams until spring."  
— *Kindergarten Magazine*.

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## THE OHIO HIGH SCHOOL ATHLETIC ASSOCIATION.

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BY GEO. R. EASTMAN, CHAIRMAN OF TEMPORARY BOARD OF CONTROL,  
DAYTON.

The committee appointed by the Central Ohio Teachers' Association at Indianapolis has decided upon a plan for organizing a State High School Athletic Association and has prepared a constitution and rules in which this plan is explained, and has mailed copies to the superintendents and principals of the state. It now remains for the schools concerned to make this work effective by active interest and co-operation in the actual work of organizing. This work may now be promoted best by sending in the membership blank and initiation fee.

The committee believes this organization will bring about badly needed improvements in the management and control of interschool athletics. As a justification of this belief and for the enlightenment of those who

are not fully informed as to the good work performed by similar organizations in other states, attention is called to the following letters from men who have been engaged in managing the affairs of their state organizations:

Our organization has been running three years and has been very successful. Most principals testify that the I. H. S. A. A. has been the salvation of athletics in their schools. It is also a great help to the principal.

J. T. GILES,  
*Permanent Secretary of the Indiana  
H. S. Athletic Association, Marion,  
Indiana.*

Our experience has been highly satisfactory. Our association has been in existence four years. It has now become almost an organic part



of our State Teachers' Association. It has the unanimous support of principals and superintendents who for various reasons are glad to refer certain responsibilities to the board of control. It has meant better athletics in general and it has meant better athletics in individual schools. It has cemented athletics and scholarship in a way that no preaching could do. Iowa, at her annual state meeting, has repeatedly emphasized her satisfaction with the Athletic Association. We had a little hard sledding at first, but as soon as the scope of the organization became known towns and cities where athletics was anything of a school feature fairly tumbled over themselves to get in. I am sure that Ohio will find that our experience will be duplicated in her case.

Very sincerely yours,

GEORGE EDWARD MARSHALL,  
*Principal of High School, Sioux City,  
Iowa; member of Board of Control  
of Iowa H. S. Athletic Association.*

The writer of the following letter, Mr. Day, is in a position to voice the sentiments of the physical directors of the country in questions pertaining to the management of athletics, for he is secretary and treasurer of the National Association of Physical Directors of the Y. M. C. A., and a member of the executive committees of their national and state organizations, also a member of the Council of the American Physical Education Association, athletic editor of *Mind and Body*, and athletic director of the Summer Institute and Training School at Lake Geneva, Wis.

Many thanks for the copy of the "Constitution and Rules of the Ohio High School Athletic Association." I think that this is not only a step in the right direction but a tremen-

dous long stride which I am confident will greatly improve the management of inter-school athletics.

Yours very truly,

W. E. DAY,  
*Physical Director Dayton Y. M. C  
A.*

ROCKFORD, ILL., Feb. 27, 1907.

GEO. R. EASTMAN, 31 Callahan  
Block, Dayton, Ohio.

DEAR SIR:—I have received the proposed constitution for your State Athletic Association. I have read it over carefully and I think you have an admirable set of rules. The work has certainly been carefully done and every point seems to be covered which could possibly arise.

The State Athletic Association has passed the experimental stage in Illinois. The result here has been so beneficial that none of us would be willing to go back to the old way. In the first place it has raised the standard of eligibility in most of the schools. It has made the terms representative of a better element in the school instead of simply the athletic element; and has brought it about that boys compete only with boys of their own age and strength instead of with grown men as often used to happen. It has reduced the liability to accident by requiring physical fitness and by placing the work entirely in charge of a responsible person; it has removed the objectionable features common to school athletics, so that now there is scarcely a community which objects to athletics as now conducted. The formation of this association gives each principal more power to enforce the requirements, because, instead of standing alone he is backed by the entire association. It is much easier to enforce it when other schools are enforcing it than if you are trying to do it alone. Any

school which has tried to maintain a high standard in athletics, when the schools with which it has to compete have maintained a low standard, will understand the force of this point.

I am sure your constitution is a workable one and that you will be

more than pleased with the result of the organization. With best wishes for its success, I am

Sincerely yours,

E. U. GRAFF,

*Principal of High School, Rockford,  
Illinois.*

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## **SOME CONSIDERATION IN ARRIVING AT A NEW BASIS FOR PROMOTION AND TRANSFER OF PUPILS.**

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BY SUPT. M. G. BRUMBAUGH, PHILADELPHIA.

[In this day of all sorts of "schemes" for determining the fitness of pupils for advancement in their work, and when educational quacks are found ready to announce some "cure-all" for each and every type of mental sickness or weakness which may be found in any community, it is encouraging to read a sane discussion of the promotion problem furnished by a superintendent of schools who sees the problem from all its new points and whose experience in nearly every kind of educational work serves as a safe guide to his theory and practice. Believing that our readers will appreciate Dr. Brumbaugh's discussion of Promotions, we take pleasure in publishing the following from his recent report to the Board of Education in Philadelphia.—Editor.]

Among the desirable results of the educative process is that of self-help or self-mastery. The power to gain knowledge for oneself is a generally accepted good. At the outset of his school career he must possess the power of self-direction and of self-education. The school is not so much an agency whose function it is to feed

the mind as it is an agency whose function it is to create an appetite to know. At the outset the pupil is almost entirely dependent upon the guidance of the teacher. At the end the pupil should be practically independent of the teacher's guidance. This transition is slow. But it must be constantly planned for and as constantly realized. The supplanting of objective guidance by subjective guidance is the best evidence of healthy growth in the spiritual unfolding of the child. This may be converted into the maxim: The business of the teacher is to make herself increasingly unnecessary to the pupil. The teacher's skill and efficiency alike are conditioned in no small degree by this maxim.

To promote the objects of study, pupils may be grouped in many ways, but no merely mechanical grouping is of worth. No grouping based upon any external circumstances or condition is adequate. The true basis of grouping must be found in the spiritual consonance of the group. This consonance is to be found in two important directions: (1) in the social harmony that makes for unity; (2)

in the intellectual qualities that may with propriety be characterized as intellectual democracy, by which one is to understand not intellectual identity of power but equality of opportunity to perfect what each one by nature and environment may fairly be capable of achieving. We cannot give to each pupil an equally valuable education; but we can give to each pupil an equally valuable opportunity to make the most of his talents, whatever these talents may be. Not equal results, but equal opportunity is the aim of the school.

No tight and fast classification of mental traits can be made. All types are found and each type has endless variants. The only logical outcome is a scheme of education which may be called individual instruction—a scheme that is both unsystematic, hence uneconomic, and also unsocial, hence unworthy. We may, therefore, dismiss at once that extreme view of grading pupils which both for economic and for social reasons is impossible. It is also to be dismissed because of its *unmoral* if not *immoral* aspects. There can be no school morality that is not essentially social morality. Isolation is educational blight.

Nor is it possible to maintain uninterruptedly, the steady progression of any group of pupils as a group, through the various grades of the school. Not only varying capacity and varying rate of work, but also sickness and other misfortunes prevent anything like uniform progress in the group.

Consequently the basis of promotion must be found in some system of classification that permits from time to time readjustment in the groups. This readjustment is now made in the schools of this city annually. Both

the arrangement of the materials of the course of study in yearly increments and the simplicity of organization necessary to annual promotion, would seem to justify this annual system. But the schools do not exist for the interpretation of any course of study, nor for any convenience or simplicity in organization. We may, then, disregard these factors in aiming at our conclusion and in formulating our procedure.

There are certain types of pupils for whom no adequate provision can be made in any system of grouping that may be devised. These pupils must be cared for by incidental promotion, as now provided in Rule XI, Section 4; or by transfer to special schools of a character best adapted to care for these unusual pupils.

The Course of Instruction is an attempt to measure in objective data the amount of mental activity a pupil ought to receive in order to attain the necessary knowledge and mental power to pursue the next higher related orders of truth either in the same subject-matter or in related but differently classified subject-matter. Our mistake arises when we consider the mastery of this entire course of study the basis of promotion. It is not only conceivable, it is actually true, that some pupils will, with mental exercises less than the quantity prescribed in the course of instruction, acquire all the mental power necessary to master the next higher related orders of truth, while others will need not only all the details of the course of study, but also additional facts upon which to be drilled until the requisite strength of mind is attained. The basis of promotion is thus seen to be not a quantitative mastery of subject-matter as found in the course of instruction, but a qualitative result in

terms of mental power acquired. The basis is not objective, but subjective.

If in this analysis the value of knowledge imparted in the grades is given less emphasis than it seems to merit, one must not forget that the value of the knowledge acquired in the elementary grades is likely to be overestimated (1) because it is the readily tested result of teaching and (2) because we do not always recognize the educational laws underlying all good teaching, that power to acquire knowledge is vastly more important as an end of instruction than mere accumulation of facts. It is also true that teachers are prone to overvalue the worth of data and undervalue the worth of mental power. This is especially true of the poor teacher, whose insight is so meagre that only quantitative measures, in terms of an examination upon the facts, is within the range of her power. It is further believed that a properly trained mind will always gather to itself the necessary data to furnish the materials for the right exercise of such a trained mind.

There are three fairly well defined groups of pupils in any school community. It is not necessary here to comment upon the conditions giving rise to those groups. Such a study in some other connection would be of great value. It is sufficient for our purpose that we define these groups in our own minds and think of their need and possibilities.

1. The dullard, backward in book learning, whose power of initiative is slight.

2. The mediocre, ordinarily endowed with the power of initiative or self-direction.

3. The genius, extremely gifted in the power of initiative, and capable of self-direction in the mastery of facts.

The first of these, the dullard, may possess many admirable traits, but lack the ability to keep the pace set by the group. These dullards are not necessarily dull pupils, they may only be slow in mental reaction to external *stimuli*, but for the purpose of the school they do not lend themselves readily to the groups' demands or needs. The patient, discerning teacher will carry some of these to a successful promotion. But many of them will remain for special treatment in smaller groups, under what might be the most favorable auspices as to teacher and equipment and under a different order of study.

The second of these, the mediocre, is the largest group. For these the school as now constituted does its largest service. These need external guidance and stimulus such as the teacher can provide, and, if they attend the school regularly, they should be fitted in any given space of time to advance to the much higher order of truth as expressed in the curriculum. For these it is only necessary to provide competent teachers, to keep the pressure of effort steadily upon them, and to guard them from sickness and other retarding influences. These best of all test the adequacy of the course of instruction, since these most of all should "fit the formula" therein defined.

The last of these, the genius, is the rare group for whom no adequate provision can be made. The genius has initiative sufficient to insure his intellectual progress, and he is likely to fret the school by refusing to yield to the presented order of study and sometimes to the system of government in vogue. This group needs to be directed by indirection, needs to be led by the gentle persuasion and the fine discernment of rare teachers to follow the law of the school and

to pursue the ordered course of instruction. When this is accomplished the school produces its most valued, though not always its most valuable product.

How often should the school take stock of its products and readjust its groups? All sorts of answers have been made to this inquiry. Schemes of promotion and gradation as numerous as the grades themselves have been tentatively set forth and in most instances put into limited practice. Most of these die before they are fairly alive. They possess only the merit of some unique personality who, in the place of power, neglects all else in order to demonstrate the virtue of his great discovery. Under such conditions a successful system of promotion is likely to result, but the system of schools as a whole suffers by neglect. At most, any system of promotion is one and only one of many important problems that constantly abide with the school.

That our present system of promotion is not suited to the needs of the schools is shown in the fact that during the present school term to and including January 20, 1907, 2,759 pupils have been promoted under the provision for incidental promotion. It is also shown, in so far as it relates to the secondary schools, by the fact that the principals of the elementary schools report that had a semi-annual promotion been announced on December 1, 1906, for February 1, 1907, it would have been possible to send the secondary schools, at the mid-year, 635 pupils. The schools to which these eighth grade pupils now belong, as well as the names, are on the file in the office. Manifestly, any system of schools that keeps such a large number of pupils for a half-year from the secondary school is open to severe censure. These pu-

pils will "mark time" for six months. Their presence in the eighth grade gives color to the criticism that this grade is a barren one in nutrition to the pupil, and the further criticism that by keepig these from the kind of training they should and could receive, many drop out of the grammar grade and never reach the secondary school. The present plan prevents many pupils from reaching the higher schools. This is a condition greatly to be deplored, and one which, in the light of almost universal experience elsewhere, can have no adequate justification.

It will be difficult to shorten the promotion periods for the elementary schools without applying the same treatment to the secondary schools. In fact, it is almost impossible to determine the frequency of promotion in elementary schools while the secondary schools hold to annual promotions. If, however, the secondary school is to make easy the advance of the pupils from the grammar schools, by more frequent adjustment of its classes, the whole question becomes relatively a simple one.

It seems to me, therefore, that a few conclusions may properly be drawn.

1. The pupil in the elementary school should remain with one teacher long enough to establish between the two that spiritual harmony so essential to successful teaching.

2. The pupil in the elementary school should remain with one teacher long enough to enable the teacher to establish an adequate basis of judgment upon the pupil's conduct and mental complex. Thus will the teacher be able best to direct the mental development of the pupil—a matter of prime importance—and also to express a fair judgment upon the pupil's promotion.

3. The pupil in the elementary school should not remain in a grade beyond the time indicated save only for considerations of ill health or inability to pursue profitably more advanced work.

4. Whatever is possible, in the matter of the frequency of promotions in the grammar schools applies also to the secondary schools.

5. Whatever is possible, in the matter of more frequent promotions in the primary grades than in the grammar grades, may be cared for under a system of incidental promotions, such as now prevails in the schools of the city.

Annual promotions are too infrequent, both in the elementary schools and in the secondary schools.

I would therefore, recommend that the Rules of the Board of Public Education be so amended as—

(a) To provide for incidental

promotions at such times as in the judgment of the teacher and the principal, with the approval of the superintendent, may seem wise.

(b) To provide for semi-annual promotions in all the elementary and secondary schools of the city.

(c) To permit the superintendent, in large schools of eighteen or more divisions, to exercise his discretion in authorizing any system of promotions at more frequent intervals.

(d) To provide for a physical as well as an intellectual standard for promotions.

(e) To differentiate between the elementary and secondary schools only upon the method of promotion and not upon the time of promotion.

(f) To announce that this change shall become operative at the beginning of the next school year, September, 1907.

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## EFFICIENCY OF THE SUPERINTENDENT.

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BY MABEL BARBER, O. S. S. O. HOME, XENIA.

We hear so much these days concerning the qualifications, natural and acquired, that must be the possession of a good, efficient teacher. Every educational magazine is replete with methods for bettering and rendering the teacher more efficient, and there is not a live, wide awake, progressive teacher but welcomes and profits by these suggestions. But why is it a one-sided affair? Why is it we rarely see an article setting forth the essentials necessary to efficiently supervise our schools. No public position demands more scholarship, more character, more business

and executive ability. Are our superintendents all that could be desired? Have they climbed the heights of perfection and left the teachers as a class, groveling in the mire of inefficiency? True there are many "experienced" teachers who, as George P. Brown says, are "choking the breath of life out of the schools," but we have a host of "advancing experienced teachers." Let me ask, have we not also "experienced" superintendents, who by virtue of "political pulls" are "hanging like the old man of the sea, at the necks of the schools, choking the life out of

them?" Is the oft repeated adage, "as is the teacher so is the school" any more of a truism than, "as is the superintendent so are the schools?" Does a college education alone make the superintendent efficient any more than it does the teacher? How often we see a man fresh from college but with no practical experience as a teacher, placed at the head of the schools. Truly this is a dangerous experiment. In the village of D——, State of Ohio, this experiment was tried. During the winter term of school the superintendent, who was also High School principal, resigned, and *instead* of advancing a lady of college attainments and years of successful teaching to this position, as many of the patrons of the school desired, a man, who was a graduate of an academy, but with no experience whatever as a teacher, was taken from a flouring mill and given charge of the schools. Do you ask why? He was fortunate in having what politicians call a "pull" with the board, in that his father, his uncle and his wife's uncle constituted three of the five members. He never attends teachers' institutes or associations, and doubtless would find them very dry affairs if he should. I leave you to draw your own conclusions as to his understanding of the workings of the school system and the inspiration he is to his teachers. An extreme case do you say? I beg you to look about you and you will doubtless be able to discover some such in your own neighborhood or county. To successfully engineer the schools the superintendent should be a *teacher of experience*, for does he not or at least should he not become a teacher of teachers? He should be conversant with the best methods of teaching from the first primary to the High School inclusive, and be able to hear

a recitation in such a manner as to give the teacher new ideas and inspiration along that line. He should possess broad and definite ideas and have a mind open for the reception of new truths and be able to interpret them by the great store of truths we already possess. He should not be a faddist but a progressive conversative able to sift the reforms advanced by radicals down to the real kernel of truth. He should not be fault-finding but given to helpful criticism. How many that might have made efficient teachers have been driven from our ranks by a superintendent who knew not how to criticize in a kind, helpful manner; on the other hand, many who possessed no great natural endowments have made successful teachers because of the kindly, helpful criticisms and sympathy of their superintendents who knew how to criticize in such a manner as to shake them out of set ways and open their eyes to the possibilities of self-improvement. He should be approachable, make the teachers members of his cabinet and frequently discuss the condition of the schools and consult with them as to plans for bettering the same. He should have the courage of his own convictions and not those of another. Many superintendents have not backbone enough to recommend the removal of a teacher who they feel is a detriment to the school, if she happens to be of a prominent family or a friend of some member of the board, lest perchance they must seek a position elsewhere. Likewise many will not make a fight for the efficient teacher if it is liable in any way to endanger their own positions.

Is such a man a friend of the children and an agent for promoting the public welfare? He should be such a man as to be recognized as the head

of the school, and his ideas should prevail throughout the school. How necessary, then, that he possess not only scholarship but be an able school man, clear-headed, fair-minded, warm-hearted, public-spirited, capable of organizing and developing

public sentiment in matters of education, thus getting the patrons of the schools interested in them and demonstrating to the public the importance of our schools as the leading factor in our civilization.

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## HOW CYCLONES ARE FORMED.

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BY J. WARREN SMITH, COLUMBUS.

The main theories as to the formation of cyclones, have been the vertical convection theories and the eddy or tangling theory. In the first, the source of energy is the latent heat of condensation. In the last, the cyclones are simply whirlpools, products by currents of air flowing past each other at different velocities, much as eddies are formed in a rapid stream of water. There are well founded objections to both these theories.

In several memoirs in 1888-91, Professor von Helmholtz showed that waves or billows may be formed in the atmosphere of great extent, at the dividing surface between upper and lower air currents moving in different directions.

Professor Frank H. Bigelow, of the weather bureau office, at Washington, has recently evolved the very satisfactory "counter-current" theory. This theory is, that cyclones are formed by currents of air of different temperatures flowing together from either side at low levels, that is a mile or two above the earth; where, by the intermixing and the change in elevation, which is induced by their difference in temperature, they cause the gyrations usually observed

at the surface in the high and low pressure areas. In his theory, the currents of air stream continuously through the cyclone and anticyclone. In brief, his theory is, that cyclones are formed by the interaction of counter currents of different temperatures. So, he says, are tornadoes, and so are hurricanes.

West Indian hurricanes, which are tropical cyclones of unusual severity, occur only in the fall. At this season of the year, the cool eastward drift of air at levels of four to six miles above the earth, spreads into the tropical zone. This meets the southeast trades, with the high level air them, a gyration is set up that ex-moving north-westward. Between tends downward four to six miles, and so produces a vortex tube of large dimensions and great power.

Tornadoes are formed by counter currents one or two miles above the earth. Both the hurricane and tornado counter currents overflow a region of stagnant air, whence the vortex tube burrows down to the ground.

Hurricanes are indicated at the surface of the ground by an area of violent winds and rain from 50 to 250 miles in diameter. The tornado



affects an area of from a few yards to generally less than half a mile in diameter.

The tornado is a simple vortex and obeys the laws of the movement of fluids in gyratory circulation. If a mass of air 6,000 feet in diameter is rotating at the half mile level, and it runs into a vortex so that the tube is 100 feet in diameter, and supposing the outer edge of the upper part of the vortex makes seven miles an hour, then at the rim near the bottom of the vortex we would have a velocity of 200 miles an hour.

This causes an enormous centrifugal force in the lower tube, a partial vacuum of low temperature. There is no real mystery about the formation of tornadoes, or respecting their destructive power. It all goes back, says Professor Bigelow, to the same principle that discharges a gun, in which case there is a sudden formation and expansion of gases. But in the tornado, it is the reverse action. That is, the sudden production of a vacuum into which the outside air discharges itself, that is, into the hollow vortex tube.

The destructive effects at St. Louis, during that very severe tornado of a few years ago, indicate a pressure of 60 to 90 pounds per square foot.

Tornadoes are most frequent when there are very strong contrasts in temperature and moisture between the southerly air currents in the southeastern part of the country and the currents from the north that are in the northwest. This would imply a rotary velocity of about 175 miles an hour.

They are most frequent in the southern states in the early spring months, and they occur farther to the north as spring advances.

#### THUNDERSTORMS.

Thunderstorms are formed wherever there is a rapidly rising current of moist air and a consequent rapid condensation of moisture. The theory of the generation or formation of the lightning flash is a very interesting one.

The surface of each little particle of moisture is covered with electricity. It is thought that as condensation goes on in the air as many as 300 trillions of these droplets may unite to form a single drop of rain. The surface of this large drop is only about one eight-millionth of the area of all the droplets; therefore the density of the electricity on the large raindrop is eight million times what it was on the small drops, and by a simple electrical law, its potential or power of discharge is increased fifty billion times.

It is held by most scientists, that the lightning flash is an oscillatory discharge, repeated frequently to and fro between cloud and cloud, or between cloud and earth. The distance of the flash in miles is approximately equal to one-fifth of the number of people killed by lightning each year in the United States, average about 300. In Ohio, the average annual death rate, by lightning, per each unit of 100,000 agricultural laborers, for the three years, 1896-8, was 24.

Much stock is killed in the fields, by the conduction of electricity along a wire fence from a lightning stroke that has occurred some distance away. The remedy for this, is to run ground wires from the fence into the moist soil.

Small articles of metal do not have the power to attract lightning, but there is danger in standing near a wire fence or a long wire of any kind,

a metal pipe extending from a roof, under trees, or where there is a strong draft of air.

If one is in the vicinity of a person who has been struck by lightning, effort should be made to restore respiration, the body should be kept warm, and a physician summoned.

Properly constructed lightning rods are of great benefit. They must have good connections and extend into very moist soil.

The general opinion prevails, that the beech tree is never struck by lightning, but while this is probably the freest of all trees from lightning stroke, there have been well established cases of the beech receiving the lightning discharge.

Extensive investigations in the German forests covering an area of thousands of acres, show that if the liability of the beech tree to be struck by lightning is considered as one, then the liability of the pine is four, of the fir, twenty-six, and of the oak, fifty-seven.

#### WHY AIR CURRENTS TEND TO TURN TO THE RIGHT.

The earth took its present spheroidal form because it was rotated at practically its present velocity while in a plastic state. If it had been rotated faster, it would have been more flattened at the poles, and if its speed of rotation had been less, it would have taken a more rounded form.

Therefore, the air currents that are moving toward the west, on the surface of the earth, are not rotating so rapidly as the surface of the earth is under them, and the result is, that the air envelope tends to take a more rounded and less spheroidal form, and the westerly moving air current pushes to the right toward the poles.

If, on the other hand, the air cur-

rent is moving toward the east, it is moving faster than the earth, and must take a more spheroidal form, and it therefore pushes to the right, toward the equator.

If the current of air is moving directly north or south, it retains the momentum from the movement of the land over which it comes, and so runs ahead or lags behind the surface of the land over which it is blowing, and again turns to the right.

It is this constant turning to the right, combined with the law of conservation of areas that causes the low pressure at the centers of cyclonic areas.

#### DAILY WEATHER FORECASTS.

Daily weather forecasts are made in the morning for thirty-six hours in advance, and in the evening for forty-eight hours in advance, and are based on well established laws. These are (1), that all weather conditions in this latitude have an eastward movement; (2), that the wind flows in toward low pressure areas and out from areas of high pressure, and (3), that ascending air is generally moisture giving air, and descending air is generally drying air.

These forecasts are issued for definite twelve hour periods. Those based on the morning observation, are issued at about 9 a. m., and cover the probable weather conditions for the coming night and next day. Those based on the evening observations are issued at about 9 p. m., and are for the two following days. These latter are the forecasts that appear in the morning papers. The forecasts issued in the forenoon, appear in the evening papers, and are also widely distributed by telegraph, telephone and mail. In this State, the United States telephone company and the Central Union telephone

company both distribute the forecasts all over the State without expense to anyone. The system is so complete that within from one half hour to one hour, from the time the forecasts are issued at Washington, practically any person who has a telephone can get the probable conditions for the night and next day by calling up their "Central" and asking for the weather forecast.

#### LONG RANGE WEATHER FORECASTS.

The officials of the Bureau believe that the time is not far distant, when we can predict the general character of the season or of a month in advance, but the time will never come when it will be possible to predict the character of a day, for some time in advance. Neither will it ever be possible to predict for weeks or months in advance, the movements of storm or fair weather areas, or warm and cold waves, across our country, as some of the so-called long range forecasters pretend to do at the present time.

All claims of that character may be at once labeled "fake" and placed upon the shelf along with the other freaks, the rain making fake, the hail and tornado dissipating fake, the patent medicine fake and all the rest.

Speaking of rainmaking fakes. Nearly every year, during some dry period, we hear, usually in the West, of the rain making fakir. He will go into Kansas, for example, during a severe drought. He agrees to make a contract to cause rain over a certain cornfield within so many days. If he is successful, he gets \$25 or \$50, if not successful he gets nothing.

The owner of a drought stricken cornfield thinks that he is perfectly

safe and he signs the contract. The rain maker waits until the weather maps show conditions favorable for showers. Then he goes up into some shed chamber with his boxes, always alone, and soon smoke will be seen coming out of the windows. He then comes down, packs his trunks and drives away. If it does not rain all right, but if it does rain, he comes around and collects his money.

Every true scientist, and every real student of the weather knows full well that Nature's laboratory is too great to be affected by any punitive efforts of that character; that the conditions, which produce rain are too extensive, that the elements which form the tornado or the hail cloud, are too mighty to be influenced in the least degree by any human combination of chemicals, shooting mortars, and bombs, or indeed by all the cannonading, all the shooting, or all the noise that it is possible for man to make.

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#### THREE LITTLE TREES.

(Recitation for a tiny girl. Three other children stand near — as the trees — laughing, whispering, telling secrets, clapping hands, etc., in pretty pantomime.)

Way out in the orchard, in sunshine  
and breeze,

A-laughing and whispering, grew  
three little trees.

And one was a plum tree, and one  
was a pear,

And one was a rosy-cheeked apple  
tree rare.

A dear little secret, as sweet as could  
be,

The breeze told, one day, to the glad  
apple tree.

She rustled her little green leaves all  
about,  
And smiled at the plum, and the se-  
cret was out.

The plum told in whispers, the pear  
by the gate,  
And she told it to me, so you see it  
came straight.

The breeze told the apple, the apple  
the plum,  
The plum told the pear, "Robin Red-  
breast has come!"

And out in the orchard they danced  
in the breeze,  
And clapped their hands softly, these  
three little trees!  
—*Journal of Western Canada.*

#### DOROTHY'S MISTAKE.

I studied my table over and over, and  
backwards and forwards, too,  
But I couldn't remember six times  
nine and I didn't know what  
to do,  
Till my sister told me to play with  
my doll, and not to bother my  
head.  
"If you'll call her 'Fifty-four' for a  
while, you'll learn it by heart,"  
she said.

So I took my favorite Mary Ann!  
tho I thought 'twas a dread-  
ful shame  
To give such a perfectly lovely child  
such a perfectly horrid name;  
And I called her my dear little "Fif-  
ty-four" a hundred times till  
I knew  
The answer to six times nine as well  
as the answer to six times two.

Next day Elizabeth Wigglesworth,  
who always looks so proud,  
Said "Six times nine is fifty-two." and  
I nearly laughed aloud!

But I wished I hadn't when teacher  
said, "Now, Dorothy, tell if  
you can,"

For I thought of my doll and — O,  
dear me! I answered "Mary  
Ann!"

—*Anna M. Pratt, in the Inglenook.*

#### ENGLISH AT SHE IS WRIT.

A maid in a spirit of pique  
Slapped her lover quite hard on the  
chique;

But never a word  
Said he, and I've hord

They are going to marry next wique.

Another of whom I have heard  
Had a voice as sweet as a beard.

She's a bachelor girl,  
With a low-dropping cirl,

And "Fancy!" 's her favorite weard.

They lived in a very swell suite  
On a very extravagant struite;  
The rent was so high  
That hard as they'd trigh  
They couldn't make both ends muite.

A cook who had many receipts  
For cooking fish, poultry and beipts,  
Exclaimed in surprise  
When asked to make pies,  
"I wasn't engaged to cook sweipts."

*Ex.*

#### APRIL.

April, April,  
Laugh thy girlish laughter;  
Then, the moment after,  
Weep thy girlish tears!  
April, that mine ears  
Like a lover greetest,  
If I tell thee, sweetest,  
All my hopes and fears,  
April, April,  
Laugh thy golden laughter,  
But, the moment after,  
Weep thy golden tears!

—*William Watson.*

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It is the very acme of school-teaching to so manage that the pupils understand perfectly and act upon what the teacher does not say.

\* \* \*

THE pupil who becomes drenched and saturated with the fine spirit of a good teacher has received an endowment that can not be had from mere books.

\* \* \*

A TEACHER in the country said the boy couldn't read as it was only his second year in school. Then a superintendent gave a list of fifteen books which his little folks read the first year.

\* \* \*

MANUAL training is intended for the head and the heart as well as for the hands, and this broader conception of its value as an educational factor should never be overlooked.

\* \* \*

WE want consistency to be the rule throughout all the pages of the MONTHLY. Preaching out in front and a "blind pig" in the rear would not be consistent. Therefore, no answers to uniform questions.

\* \* \*

THE superintendent, of course, is a "hired man," but so, for that matter, is the bank president, the railroad president, and the President of the United States, and many others

who are the leaders in great and good movements.

\* \* \*

Books should not be an appendage, but rather an integral part of life. There is water to drink, food to eat, flowers, sunshine, and music to enjoy, air to breathe, and books to read. All these and many other things enter into the unit which we call life.

\* \* \*

THE world abounds in people who are fertile with explanations as to why they did not do this or that and the sad part of it is they seem to believe that their auditors think their explanations are valid ones. While these people are explaining the others are doing things.

\* \* \*

If we strike twelve the first time we ought to arrange a new attachment to the clock that will enable it to strike at least twenty-four. We should do our best today, but we should also do better tomorrow. Our best should be capable of expansion.

\* \* \*

THE teacher who finds that he is developing the qualities of a scold should hie him away to some secluded spot and hold a prayer-meeting all by himself. It will do him good and probably prevent heart-burnings.

\* \* \*

THE Put-in-Bay records, last year, show the following items of membership: Franklin Co., 99; Cuyahoga Co., 81; Jefferson Co., 64; Hamilton Co., 56; Stark Co., 52; Montgomery Co., 28; Lucas Co., 27. Belmont Co. had the same number as Adams, Ashland, Athens, Brown, Clermont, Coshocton, Defiance, Fairfield, Fayette, Geauga, and Guernsey combined.

SOME people read a book once in a long time and the experience is so novel that they make a great ado over it, not knowing, apparently, that their neighbors have read twenty books in the same time and have said but little about the matter.

\* \* \*

THE measure of a pupil's success in the recitation is what he works out on the black-board, writes on paper, or utters by word of mouth. By no means can his success be estimated by the amount of talking that is done by the teacher. Indeed, in verse ratio may apply just here.

\* \* \*

THE following counties were not represented at Put-in Bay last year, but we make the optimistic prediction they will be among the elect this year: Carroll, Gallia, Holmes, Monroe, Perry, Pike, Scioto, Vinton, Wyandot. You can't have the measles twice.

\* \* \*

THE child who plants something, tree, plant, flower on Arbor Day has done a thing that has real value in itself in the way of patriotism and the reflex influence of that act upon the child can not be easily estimated. This one act may reach far into the future.

\* \* \*

THEY may think that it is just as well to pay us for living in a school-house as to support us in the County Infirmary, if we must be supported at public expense. For such as these we can, at least, offer a silent prayer that, having eyes, they may see before time is much older.

\* \* \*

JUST what is meant by a grade in deportment? Does excellence in deportment mean silence, inactivity, lifelessness? Would a statue in the

room receive a grade of one hundred per cent? Is this grade in department designed for the teacher's comfort or for the pupil's well being? Who is wise enough to grade department anyhow?

\* \* \*

SAID the master to the boy, "I am going to educate you in the High School of the Earth, the University of the Universe, and tomorrow you shall see a cow and a dandelion." Now, there is an institution of learning that is worth while and a course of study that can not be excelled if only we have eyes to see what Tennyson saw in the "flower in the crannied wall."

\* \* \*

CUI BONO? For what good? What's the use? Why bother our heads about making improvements? Why not take it easy? Why delve among the treasures of science, mathematics, history, literature? *Cui bono?* Why not sit in an easy chair, rock to and fro, and think of nothing? There are restless people who want to do all these things. Why not let them do them? Why not drink of the waters of Lethe? Why escape from the lands of the Lotos-Eaters? What's the use to be up and doing? What's the use to talk about progress? *Cui bono?*

\* \* \*

A SUPERINTENDENT up in Maine says "I would shut, forever, from the school-room, the popular teacher who works for nothing but praise and show. She is the most dangerous enemy to the welfare of the children that I know." This is sledge-hammer philosophy, but it needs to be said over and over again. A teacher who will flim-flam children, giving them stones instead of bread, is unworthy the name and will discredit the profession.

ALL praise to the teacher who has plans of her own; who knows what to do for the girl on the back seat and the boy on the front seat in order to get them to do their best; who reaches out into the realms of literature and history and the experience of others gathering material for her own school; who doesn't need to depend upon the plans that other people have made for imaginary children; who is glad to see the children each morning and makes them glad to see her; who grows every day and enjoys life while teaching school.

\* \* \*

HERE is another paragraph from President Hyde's book, "The College Man and the College Woman:" Emphasize essentials, slight non-essentials. Do the thing that counts. Leave things that do not count undone or get them done quickly. Remember that physical health, mental elasticity, and freshness, and vivacity of spirit must be maintained at all costs in the interest of the school and the scholars, no less than as a matter of imperative self-preservation.

\* \* \*

IT would be pleasant to assume that all school children know how to care for their bodies, that they are conversant with all the tenets of cleanliness, but such an assumption in some cases would be far wide of the truth. Eyes and teeth are often neglected until there is serious trouble. It is not a gracious task to preach the efficacy of soap and water, of bath-tubs, of tooth-brushes, and the like, but there are times when the teacher can do real missionary work on such lines.

\* \* \*

WHEN we think we have discovered a flaw in the universe, that a

hitch has occurred in our scheme of cosmos, it is well for us to seek some secluded nook and have a quiet conversation with our own souls. We shall probably come from this tete-a-tete somewhat chastened in spirit, and, mayhap, with some feeling of exaltation. Certainly, our work tomorrow will be none the worse for it, and it may be vastly better. A little introspection, now and then, may not be amiss.

\* \* \*

THE narrative goes on to tell how the man adopted the urchin as his own. In after years, the adopted son inquired of the man, his reasons for adopting him. To this the man replied, "Because you were ugly, dirty, rickety, undersized, underfed, and wholly uninteresting. Also because your mother was the very worst washer-woman that ever breathed gin into a shirt-front." But, the real reason, not here stated, was the fact that the man discovered the boy engaged in reading "Paradise Lost" and felt that beneath his unpromising exterior there must be good stuff.

\* \* \*

ONE writer breaks forth into the exclamation "Thank heaven all have years of remembered life before we learn to reason!" There lurks herein a great fact for the consideration of every teacher. We are so anxious to mould the child into the form of a reasoning creature that we are willing to rob him of his childhood. While playing marbles the boy may be formulating a system of philosophy that will serve him well in after years, but he doesn't have to abandon the marbles to do it. "Begin where the boy is" tells a great principle.

\* \* \*

WEALTH may be hereditary and

beauty, also, but brains, never. Within the skull of this unpromising lad whose home is a mean hovel in an alley, there may be a power which, in its full fruitage, will turn the course of a nation. Who can tell? He doesn't look it, of course, but neither did those other lads in the past whose names are now written on the records of the great of the world. In twenty years this lad may be doing great things, and, if so, then this school and this teacher may, with good reason, come in for some share of the credit.

\* \* \*

THE Ohio State Association of School Board Members is an organization that is doing much for the advancement of school interests. The discussions in the annual meetings cover a wide range of subjects and all of them vital. Moreover, members of boards and teachers alike participate in these discussions and, hence, each catches the other's point of view. In time they come to see, eye to eye, and discover that in the matter of fundamentals they are at one. The meetings of this association have had a steady growth in attendance and interest until it has become one of the most important of our educational forces.

\* \* \*

IT may be a pleasant exercise to ride a hobby, but, really, we ought to dismount now and then just to see if there is not some noble service we can perform for those about us. Besides, this riding of hobbies would seem to be rather monotonous, if persisted in constantly. Walking about with our pupils' hands in ours while the hobby rests a little, would, at least, vary the program. The teacher who has no visible assets but a hobby is not over-rich in goods. Moreover this hobby may prove un-



equal to the task of bringing him into the gates of success.

\* \* \*

A BLACK-LIST in a school is an ominous thing, and likewise, a prophecy of evil days to come. The boy whose name we incline to enroll on this list will not experience much uplift toward right conduct by this process. The chances are that he needs help and encouragement and black-listing is but a pushing him away from the light and into darkness. He may make a false step today, but if he tries to avoid a repetition tomorrow, he should find, in the teacher, a friend to help him along on the rugged path. It would be interesting to know how many men have finally reached prison from being put on the black-list at home or at school.

\* \* \*

IF we simply persist, in a kindly way, in having the boy do things that are worth doing and doing them accurately day after day, why, then, in due time, he will do these things from habit and they become to him second nature if not first. The gentleman tips his hat to the lady, and does it unconsciously. Time was when this form of politeness had to be suggested to him. A thousand other things were learned in the same way and there is really no good reason why the boy should not learn his arithmetic and grammar, and honesty so that they will become a part of himself.

\* \* \*

IF our feet could only follow our eyes! The eyes see the thing to be done, but feet are sluggish, leaden things and so hold us back. Moreover, they are timid things and incline to shrink from the slightest obstacles. The eyes look down upon them in pity and wish that they

might fit these feet of ours with wings that they might speed into the execution of the eyes' behests. Feet are such diplomatic members that they must try to balance the pros and cons and weigh the possibilities of popularity and unpopularity. If our feet could and would only follow our eyes!

\* \* \*

OUR high school friends need to be on their guard all the while or they will yield to the temptation to introduce into their work the methods of the College Research work, original investigation. These things sound well but the high school boys and girls are not ready for these things as yet. They need guidance for they don't know how to study. They are learners not students, and teachers make a great mistake if they fail to recognize the difference. The teacher who uses college methods ought to get out of the high school and into some college. His kind of teaching is out of place with these boys and girls.

\* \* \*

THE difference between hearing recitations and teaching is so great that it would seem almost impertinent to mention it. Nor would it be mentioned here but for the fact that there still lingers, on the edge now and then, a teacher who clings to the antiquated notion that these two things are identical. It would be easy to construct a machine that could conduct a recitation, but no one would think of calling the process teaching. Teaching has in it the breath of life, that thrills the soul of the learner and makes him yearn for the invisible, the intangible, the eternal.

\* \* \*

THE President of a prominent business college gives out the infor-

mation that in the past five years he has graduated from his school, twelve young men from the country whose combined annual salaries now aggregate about nineteen thousand dollars. One of these was teaching school five years ago in Licking Co. at thirty-seven and a half dollars a month. Now his salary is \$2,500 a year. This President is a philosopher and uses these facts to show that the boy who has been reared in the country and has learned to work at something is the very one who knows how to work at something else when the time comes and to work with a purpose that leads to success.

\* \* \*

THE teacher who is trying to figure out all through the recitation just what mark or grade should be given to each pupil, isn't much of a teacher. Pupils do not attend school to win marks and grades, however much the teacher's course may try to show that they do. This whole stress and strain in the matter of grading has a marked tendency to degrade the work of the schools, and, incidentally, puts something of a premium upon cheating. There must be some ranking, of course, but that is a mere incident in the process and should be made far less of in many of our schools.

\* \* \*

WHAT a real man we have in the Governor's chair, in Ohio, at this time! Here is an extract from his address before the Ohio State Board of Agriculture that will amply prove the statement:

"The good in the world outweighs the bad, and joys outnumber woes. Today is better than yesterday; tomorrow better than today. More Christians and fewer Pagans at coming twilight than at this morning's dawn. I believe in the joys

and hopes of happy Yuletide days. I would rather have one glimpse at Santa Claus than to gaze an hour upon a titled King. I would rather have the love, and win the smile of a little child than to court the grace of aristocracy. I would rather take one flower to the room of a sick friend, than to cast a dozen upon his coffin, when he is dead. I like to give the best I have, and to look for the best there is in others. I love to think of the humble cabin home, under whose roof I used to sleep so well when the day was done".

\* \* \*

THE trouble is that too many of us do not take ourselves into our own confidence. We do not sit down and talk it out with ourselves fully and squarely. We incline to play hide-and-seek with ourselves. When we seek to go forth into the light the guard Self is there to thrust us back into the darkness, and this arrogant, bullying, tyrannical Self prevents our realizing the best that is in us. Then, years afterward, when the gate of opportunity is closed, we spend our time in trying to explain our failure to achieve, talking glibly about force of circumstances and all those other cant phrases which mean nothing but proof of our own inability to cope successfully with Self, break through the barrier and come forth into the light.

\* \* \*

WE are working out one of the greatest educational reforms that has ever dazzled a benighted world. One feature of this new regime will be the establishing of lists of itinerant teachers. The plan will work in this wise. Superintendents Dyer, Elson, Shawan, Eberth, Carr, Hotchkiss and Boggess will arrange among themselves for exchanges of groups of teachers for from two to four

years. *id est*, say ten of the Dayton corps will go to Toledo and as many from Toledo will go to Cleveland and so on through the entire list of cities. No one supposes that either of these superintendents will be willing to spare the ten from his own corps. Perish the thought! But each one will be willing to make the sacrifice that the teachers may learn the ways of other cities and bring back home, all in good time, a wider experience and radiant life.

\* \* \*

It is none too soon to begin sending our dollars to Pricipal Ira C. Painter, Zanesville, who is Treasurer of the Ohio Teachers' Association. It may be in the mind of some teacher to reply that he does not know yet whether he will attend the meeting at Put-in-Bay. Surely, we will not discontinue our contribution to the church because we happen to be absent. The State Association is a part of our professional work and every teacher in Ohio is the beneficiary of the good offices of this association. We certainly do not want others to have all the burdens of this work that contributes so largely to our professional well-being. We all want to help even though we may be denied the pleasure of attending the meeting. Our sense of justice and fair dealing will certainly lead us to send our dollars.

\* \* \*

It seems a work of supererogation to urge the importance of the Put-in-Bay meeting but every teacher who wants Ohio to loom large must earnestly desire our State Association to be altogether successful. This is but reasonable loyalty. We ought to have at least a thousand paid memberships this year and the teacher who reads this will certainly feel that some of this responsibility

rests with him. We have 26,000 teachers in Ohio and to set the membership mark at only one thousand is certainly within reason. Possibly there is some teacher in Ohio who has never paid a membership fee. If so, this year is a good time to turn over a new leaf.

\* \* \*

Now there is the one-story teacher, the two-story teacher, and so on up to the "sky-scraper" teacher. What the MONTHLY would like to see is so much verve and go among all teachers that each one would be eager to add a story now and then. The teacher who was a one-story teacher ten years ago and is still but a one-story teacher has certainly missed a great many opportunities and a deal of fun, for there is great fun in adding a story. This perpetual one-story teacher has probably not cared for our excellent summer schools, our helpful educational meetings, our educational journals, our Reading Circle work. He has been studying only one branch and that is economy. But he has been starving his soul all this time, trying to pinch out another certificate each year, ignoring the good things about him, and letting the noble procession rush past.

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**IMPORTANT OPINION BY COMMISSIONER JONES RELATIVE TO ELECTION OF MEMBERS OF BOARDS OF EDUCATION.**

By the change made in the constitution of the state, the election of city and county officers will be held in the even numbered years and the election for all other elective officers will be held in the odd numbered years.

The first election for members of the boards of education which occurred after this change in the con-

stitution, was the one held in November, 1904. At that election the short term members of the board were elected for two years, and those for the long term were elected for four years. At the election in November, 1906, only state and county officers were voted for, and the term of the members of the board of education who were elected in 1904, for two years was extended for one year. Since they had taken the oath of office to serve until their successors were elected and qualified, and because no election for members of the board was held in 1906, it became absolutely necessary for these members to continue in office until their successors were elected in 1907, and qualified for office the first Monday in January, 1908. In the same manner the term of members of the board elected in 1904 for a period of four years will be extended so that they will continue in office until the first Monday in January, 1910.

#### **SIGNS OF THE COMMENCEMENT SEASON.**

The commencement season will soon be here and the usual signs herald its approach. Chief among these are the following:

Petitions and requests from the seniors to boards of education to depart from what they term the old-fashioned plan of presenting a brief spoken or read discussion, by each member of the class of some subject within the ability of the one presenting it, and substituting instead, a play, or a speaker who shall talk for the school. With all due respect to those who favor such changes, a conviction, which deepens with the experience of the years, leads us to remark that the individual production of the individual pupil in whom the

interests of the school community center is, as a rule, the most acceptable to the great majority.

Some of the characteristics of the old-time commencements can well be omitted. No sleep need be lost by high school authorities in determining to the fraction of a per cent. the rank of graduates, and settling thereby who shall deliver a silly salutatory or an insincere valedictory. The average audience made up of patrons who support the schools and usually pay to attend the commencement, needs no lengthy address of welcome, and will not suffer any great loss if its members are not all thankful for things they have not done and are not bidden a tearful farewell by some girl who expects to spend the balance of her days in the community, and whose tears, if genuine, are often liquid expressions of joy that she has at last finished.

At any rate, the character of the commencement exercises should be determined by the school authorities acting through their representatives, the superintendent and principal, who should do all in their power to simplify matters to such an extent that there will be some degree of harmony between the immaturity of the graduates and the exercises connected with their graduation. If all foolish "functions" could be abolished and simple and unconventional exercises be made the order, harm to head and heart would be decreased and good to all concerned would result.

Another much-to-be-regretted sign of the approaching season is found in the announcement of different bureaus, whose managers seem to be devoid of principle, that they will furnish, at a small cost, a production exactly suited to the needs of the graduates.

Before the editor as he writes is a letter from \_\_\_\_\_, Washington, D. C., addressed to one of the best teachers in one of the standard high schools of the state, in reply to one sent under the direction of the superintendent of schools, replying to an offer to furnish essays for members of the graduating class. This letter states that the general plan is to furnish essays or orations of any length required, written by professional writers, for a fee of ten dollars.

Some of the subjects proposed are: "Work," "Individuality," "Theodore Roosevelt," "The Man the Times Demands," "America's Place among Nations," "The Message of the Magazine," "Slang," "Women who are doing Men's Work," "Could We Disband our Army and Navy?," "Political Duty," "The Japanese Soldier," "Friends," "The Other Man's Viewpoint," "Indecision,"

The letter offers to undertake the work of preparing a special production on the subject proposed by the teacher referred to for which a special fee of \$20.00 would be required.

Indignation is too mild a term to express the feelings of all persons of conscience and character relative to such a proposal which strikes at the very foundation of honesty and integrity. It would seem that some law ought to be enforced against such schemes and that the penalty should be severe.

In the majority of cases, the character of high school pupils will prevent them from such impositions. The penalty which the person, who practices deceit and dishonesty in such matters, pays in the loss of respect of all respectable people, naturally acts as a deterrent to such crime — and it is a moral crime for

any one, teacher or pupil, to steal or buy the productions of others, and use them as his own. The pity is that such thefts can not be punished by the same penalty as ordinary stealing which is respectable in comparison.

The exceptional pupil, who may be weak morally, can be guarded in such a manner as to make temptation as slight as possible, and there is no safer plan than to have all discuss subjects in keeping with their abilities with a brevity and simplicity which do not encourage them to enter into temptation. In so far as possible — and it is nearly always possible — the graduating production should be the direct product of the actual work of the school life of the pupil and not a laugh-provoking attempt to be philosophical or eloquent. The simple life and the simple production of the high school graduate alike make for honesty.

#### QUOTATIONS FROM A TEACHER'S LETTER.

They are taken from a book. The name of the book doesn't matter. She was teaching far from home, and poured out her whole heart to her dearest friend. The quotation marks needn't be used for what follows is given just as she wrote:

If heart breaks come, as come they must, there is no crying out, no rebellion, just a stiffer lip and a firmer grip, and the work goes on. \* \* \* You needn't think there are no more mud-holes, for there are. When I see them ahead, I climb the fence and walk around. \* \* \* Don't worry about me, for I am all right. I've just run down and need a little fun to wind me up for another year. \* \* \* Her chief trouble was that she had surrounded herself with

a regular picket fence of creed and dogma, and was afraid to lift her eyes for fear she would catch a glimpse through the cracks, of the beautiful world which God meant for us to enjoy. It gave me particular joy to pull a few palings off that picket fence! \* \* \* When things seem closing in upon me and everything looks dark, I flee to the woods. I never knew what the trees and the wind and the sky really meant until I came out here and had to make friends of them. I think you have to be by yourself and a bit lonesome before Nature ever begins to whisper her secrets. \* \* \* There is nothing under God's sun that can repay a woman for the loss of love and home. It's all right to love humanity, but I was born a specialist \* \* \* It wouldn't be near so hard if I could charge around, and let off a little of my wrath, but no, I must be nice and sweet and polite and *never* forget that I am an Example. \* \* \* I wish I was a doctor, and a trained nurse, and a scholar, a magician, a philosopher, and a giant all combined. I need them in my business. \* \* \* When I get home to a furnace-heated house and have cream in my coffee, I shall feel too dissipated to be respectable! \* \* \* If sacrificing self, and knocking longings in the head, and smashing heart-aches right and left, do not pass me through the Golden Gate, then I'll sue Peter for damages. \* \* \* I am afraid I am not very strict about talking in class these days, but, somehow, courage, nobility, and self-sacrifice seem just as worthy of attention as "motor ideas" and "apperception." \* \* \* Not that, I do not enjoy the struggle; real life with all its knocks and bumps; its joys and sorrows, is vastly preferable to a passive existence of indolence. Only oc-

asionally I look forward to the time when I shall be an angel frivolling in the eternal blue. \* \* \* This school of life is a difficult one at best, but when a weak sister like myself is put about three grades higher than she belongs, it is more than hard. I don't care a rap for the struggle and the heart-aches, if I have only made good.. \* \* \* Each morning I open my windows to the east to see the marvel of a new day coming fresh from the hands of its Maker, and each evening I stand at the opposite window and watch the same day drop over the mountains to eternity. In the flaming sky where so often hangs the silver crescent is always the promise of another day, another chance to begin anew.

#### THE OHIO TEACHERS' ASSOCIATION.

Put-in-Bay, June 25-27, 1907.

STEBENVILLE, March 30, 1907.

TO THE TEACHERS OF OHIO — At the next session of the Ohio Teachers' Association will be presented the report of the School Revenue Commission appointed last year to secure information relative to the financial situation of the teaching profession, information of such reliable character that the Commission's findings will have weight when presented to the people and to the legislature. This Commission has been requested by the Tax Commission appointed by the Governor to make a presentment which has been done. The tax question is paramount in Ohio and some drastic action is looked for at the next session of the legislature. It behooves us to be watchful and active that the schools and the teachers be not forgotten.

The Ohio Teachers' Association has stood for every advance move-

ment in education and has been a large factor in promoting every interest of the schools. At this crisis the Association needs the support of every teacher of the state, both out of gratitude for what has been done and in loyal support of what is being done. Enlightened self-interest suggests active participation in the present movement. This participation can be well directed toward financial support of the Association. The need of this organization is a permanent membership. Whether or not you can attend the next meeting at Put-in-Bay, we would be glad to have every teacher of this great state enrolled as an active member of the Association. The annual membership fee is \$1, to be paid this year to Prin. Ira C. Painter, Treasurer, Zanesville, Ohio. Send your name and address with your dollar and support the Association in its laudable enterprise. I purpose to suggest a permanent roll of membership with publication of the list of active members annually; responses to this letter will have large influence in determining whether this plan will be thought worth while.

Advantages of membership:

1. Recognition as a living member of the profession, and participation in the work of the Association.
2. Publication of name and residence.
3. Receiving free all reports issued by the Association, including the list of members (if plan is approved). The Report of Proceedings has frequently been worth to any teacher more than two or three good books on pedagogy.
4. Reduced hotel rates when attending the annual meeting.

The desire to enroll you now as a member for this year and we hope to secure you as a permanent active

member. Will you not do your share in promoting the common good by sending your name, address, and \$1 to Prin. Ira C. Painter, Zanesville? Do it Now.

Next summer's meeting bids fair to be the biggest and best ever held. The program is attractive and a number of important subjects are to be discussed.

Meet me at Put-in-Bay, June 24; the meeting begins at 9:30, June 25.

EDWARD M. VAN CLEVE,

*Secretary.*

By order of the Executive Committee.

#### EDUCATIONAL NEWS.

— Miss Nell C. Dotter, who has been a very successful and efficient teacher of fourth grade at Leipsic for the past five years, recently resigned to become the wife of Mr. Tarlton Billingsley, a very prominent young man and a successful farmer of Putnam county. Miss Olive Hyde has been elected by the board to fill the vacancy.

— The fine \$25,000 school building at La Rue was completely destroyed by fire Feb. 21. Fortunately not one of the 225 pupils was injured. Supt. Bell and the teachers joined hands with the board and soon resumed work in temporary quarters. Work on a new building will be started at once.

President Alston Ellis states the case well in the following:

The need of the present is better prepared teachers who are able to make use of more rational methods of teaching. Every day's experience adds to the strength of my conviction that the crying need in our schoolrooms is better trained teachers—those possessed of better scholarship, having a better understand-

ing of child nature, and able to devise and use sensible methods of teaching. Under the direction of such teachers, children will be saved mentally and physically from the misdirected efforts of a few educational enthusiasts, now devising plans for adding to an already overcrowded school course and prompted by zeal, it may be, but not that born of discretion. Given the right sort of teacher, and children grow worthily when taking up any subject of study not beyond their power to master.

—Dr. E. E. Helms, of Buffalo, N. Y., one of the most eloquent ministers of the Methodist Church, will deliver the monthly sermon during the Summer Session of Miami University.

—The students of Miami University were favored in hearing an eloquent address, by William J. Bryan, on the afternoon of March 19th.

—A most attractive series of lectures by noted school-men of Ohio, will be delivered, during the summer term, at the State Normal College, at Oxford. Amongst the speakers we note the names of Hon. E. A. Jones, Supt. E. B. Cox, H. H. Helter, Carey Bogges, A. Powell.

—Commencement exercises of the Ohio State Normal College, Oxford, will be held June 17th, at 2 o'clock. About thirty graduates will receive their State Normal diploma.

—Geo. L. Leaming, a leading teacher of Morrow county, recently addressed a Farmers' Institute, on the subject of "Education" and the address bristled with good points from first to last.

—"The chief American Poets," is the title of a new book edited by

Prof. Curtis Hidden Page of Columbia University, and published by Houghton, Mifflin & Co., Boston. It is a book that ought to be at the right hand of every teacher in America as it contains the best that America has produced in poetry and surely every American teacher ought to have some adequate knowledge of this best.

—The souvenir booklet of Wells High School, Steubenville, is one of the most artistic bits of work that has come to our notice. Every part of the work is first-class, and reflects great credit upon Supt. Van Cleve and all others who had a part in the work.

"Fret not, my soul,  
For things beyond thy small control.  
Do thou thy best and thou shalt see  
Heaven will have care of thine and thee.  
Sow thou thy seed and wait in peace  
The Lord's increase.

So many shrines, so many creeds,  
So many paths that wind and lead,

While just the art of being kind  
Is what the sad world needs."

—*Laura G. Sanford.*

—Supt. V. M. Henderson, of Addyston, spoke on "Practical Education" and Supt. C. M. Merry, of Madisonville, on "The Scope of Electives in the High School" at the Hamilton Co. meeting, at Cincinnati, March 9. The high school girls, of Carthage, furnished delightful music.

—Manual training under the direction of Prof. F. C. Whitcomb, is being conducted in the upper grades of the school at Oxford, O. Mrs. Margaret Angell has charge of the work in the primary grades. The pupils are enthusiastic over the work



and are arranging for an exhibition in the near future.

—Miss Ella Smyth, principal of the Sandusky Street building, Fostoria, has been granted a temporary leave of absence on account of the illness of her mother in Cleveland.

—“These are the things I prize  
And hold of dearest worth:  
Light of the sapphire skies,  
Peace of the silent hills,  
Shelter of forests, comfort of the  
grass,  
Music of birds, murmur of little  
rills,  
Shadows of clouds that swiftly  
pass.,  
And after showers  
The smell of flowers  
And of the good, brown earth;  
And best of all, along the way  
Friendship and mirth.”

—*Henry van Dyke.*

—The teachers of Fostoria recently secured more than a hundred dollars' worth of pictures for the schools by means of a Turner Art Exhibit, and, at the same time, did much to advance a knowledge of art among the people of the city.

—Arrangements are being completed for a trip of unusual interest to the N. E. A., at Los Angeles, in July. A special train will be run with stops at Denver, Colorado Springs, Salt Lake City and other places in Colorado and Utah. N. M. Breeze, of the Chicago and North-western Railway, Traction Building, Cincinnati, Ohio, will gladly answer all persons who write him for information regarding this delightful trip.

—The Methodist Church has bestowed well earned honor upon Dean H. C. Minnich, of the Normal

College of Miami University, in electing him Vice-President of the Board of Managers of the Freedman's Aid and the Sunday School organization of that denomination. His active interest in the extension of education has merited this recognition.

—Miss Anna Logan, principal of the Ohio State Normal College, at Miami University, sailed from New York, the last of March, for a three months' tour through southern Europe. She was the recipient of many social attentions from the students and faculty, who all united in wishing her “Bon Voyage.”

—Prof. Chas. Handschin, of the department of German, in Miami University, sailed March 16th, and will spend six months at the Berlin University, and return in September.

—From a recent report of the Lancaster schools, made by Supt. H. A. Cassidy, to his Board of Education, we take the following:

School Enumeration in 1900..	2,054
Enrollment of pupils, in	
1900 .....	1,270
City population .....	8,891
Av. monthly salary of	
teachers .....	\$53.00
School enumeration in 1907...	3,522
Enrollment of pupils in	
1907 (6 mos.) .....	2,070
City population in 1907...	....
No. of teachers employed in	
1907 .....	56
Average monthly salary of	
teachers in 1907.....	\$55.00

From the above report we observe that our neighboring city must have a population of over 15,000 and is certainly enjoying a very healthy growth. We also observe that the schools are keeping pace with the city in development. They have now

a model high school building and have built two new Ward buildings in the past two years and added four rooms to another. The standard of the schools is on a par with the best in the state. Supt. Cassidy goes along modestly without advertising himself, studying the best modern methods and carefully introducing these most approved into the Lancaster schools. He is sustained by his board and the best sentiment of the city.

—Mr. W. W. Parmenter, Science Teacher of the Steubenville High School, continues to be incapacitated for work, and is at his brother's home at Mt. Vernon, in slow convalescence from typhoid fever. Mr. F. L. Simanton, whose home is in Ashland but who has spent some four years in the Philippines as a teacher in the Normal School at Ilo-Ilo, is filling his place.

—Miss Mae V. Pruner, of Chicago University, and formerly a teacher in the Greenville, Ohio, schools is a new member of the Steubenville corps, taking the place of Miss Helen Spangenburg, resigned to go to the Normal School at Ypsilanti, Mich.

—Supt. J. M. Beck and Principal C. Nardin of Hicksville think their high enrollment of 115 is a pretty good showing. One thing is certain, all of them are receiving the right sort of training.

—The teachers in the Defiance High School are Principal H. B. Mulholland, Mathematics; Ralph Darnier, Science; Miss Loamy Heater, Latin; Miss Mabel Winn, German; Miss Mame Gleason, English, and Miss Martha Jones, History.

—Miss Flora Griffin, one of the first grade teachers of Fostoria, has

accepted a place in the schools of Toledo.

—Supt. F. E. Reynolds of Defiance is doing noble service for the Reading Circle, and that demesne will make a good showing when the returns are called for.

—Miss Bertha Lawrence of Syracuse has transferred her affections to the pupils of the Fostoria schools.

—Supt. W. M. Shumacher of Deshler devotes his Saturdays to visiting association meetings in the interests of Miami University, and so gets the good things of the program for the benefit of his schools the next week.

—Miss Loamy Heater of the Defiance High School was invited to take a position elsewhere, but the board increased her salary voluntarily and then she could not go.

—There are sixteen boys and ten girls in the Senior class at Fostoria, thanks to manual training and other good work. Of the High School enrollment 54.8 per cent. are boys. How's that?

—A. M. Dodderer, formerly with the American Book Co., is now the Ohio agent for Rand, McNally & Co., Chicago.

—Miss Mary C. Smith, eighth grade teacher at Hicksville, expects to spend her summer vacation in making a tour of Europe. There is no one who will get more out of such a trip.

—Miss Alice Robinson, a graduate of Heidelberg University, and a former teacher in the Tiffin schools, has accepted a position in the schools of Fostoria.

—C. L. Martzloff of Ohio University delivered two excellent ad-

dresses before the teachers of De-fiance county at their meeting in De-fiance March 9.

— Dr. B. F. Davis, Ohio State Normal College, Oxford, who has devoted much time to the question of elementary agriculture in the schools, delivered two interesting addresses before the Farmers' Institute of Montgomery county, at Trotwood, O.

— Ohio State Normal College at Oxford has established two rural model schools adjacent to Oxford in conjunction with the township schools.

— About twenty teachers will receive their diplomas for township schools at the Normal College at Oxford in June.

— Dean Elizabeth Hamilton, of Miami University, who has friends all over the state, will regret to hear of her bereavement in the sudden death of her mother from pneumonia.

— Oak Harbor and Wauseon high schools held a debate at the former city March 9th, which resulted in a victory for the Oak Harbor team. To the victors Supt. C. J. Biery, of Wauseon, presented a beautiful pennant, which Supt. H. H. Hoffman received in a speech in which he tried to rival the eloquence of the donor. Everybody was glad that everybody else was glad. The judges were Mrs. Pauline Steinem, of Toledo, and Supt. J. E. Ockerman, of Woodville.

— The sum of \$200,000 has been given to Western Reserve University by H. M. Hanna and Col. Oliver H. Payne to be used for the endowment of a laboratory of experimental medicine in the medical school of that University.

— Supt. D. E. Black, of Prairie

Depot, is maintaining his well-earned reputation for doing the right sort of work. He has a new course of study, is helping manage an excellent course of lectures, took all his teachers to Toledo recently to visit the schools and in many other ways is showing that he has good red blood that is in active circulation.

— Now appear the teachers of Coshocton with a challenge. They think they have tardiness reduced to the lowest ebb. Out of 64,000 possibilities for tardiness last month there were but 25 actual cases. This means less than one in 2,500, or one-twenty-fifth of one per cent. If there is a better record in Ohio Supt. Piatt and his teachers will all doff their bonnets.

— Supt. C. J. Biery, of Wauseon, has helped the growth of the high school from 60 in 1901, to 146 at present, and now is looking forward with earnest hope to the erection of a new \$35,000 building, in order to accommodate the still larger numbers next year.

— One applicant says that "Shakespeare was born at Stratford-on-a-Farm." With this key we can unlock the bucolic references of the great Bard.

— Prin. E. P. Childs, of the Newark high school, has been elected President of the Presbyterian Girls' School at Ashville, N. C., at a salary equivalent to \$2,500. We don't want to lose him from Ohio. We can't afford it. He is one of the best school men we have in the state, and we'd like to keep him. But the people in the South seem to have found him out, too; and, hence, his promotion. He will sever his connection with the Newark schools at the close of the present year, and when he

leaves us he will carry with him the respect, the admiration, and the good wishes of all the Ohio people who know him.

— Supt. J. L. Steiner, of Beaver Dam, will graduate five boys and nine girls May 3, which is the largest class in the history of the school.

— The inimitable "Bob" Burdette sent his New Year Greeting to Mr. and Mrs. W. R. Kersey, of Columbus, and the spirit of the greeting can be readily gleaned from the following extract:

Hard to be sweet when the crowd is dense,  
When elbows jostle and shoulders crowd;  
Easy to give and take offence  
When the touch is rough and the voice is loud;  
"Keep to the right" in the city's throng;  
"Divide the road" on the broad highway;  
There's one right way when everything's wrong;  
"Easy and fair goes far in a day."  
Just  
"Keep sweet and keep movin'."

— Supt Earl T. Osborn, of Summit Station, looks down the vista of a few months and sees their new ten thousand dollar building completed. This building is a reproduction of the one at Kinsman, where centralization had its beginning.

— Supt. A. I. McVay, of Blanchester, has resigned to accept the position of cashier in the New National Bank that was recently organized, and Prin. C. L. Leahy, of the high school, has been elected to the vacancy. It is too bad that the bank should lure such a man as Supt. McVay from school work. We can ill afford to lose such men. But if he must go, it is a comfort that there is

such a man as Prin. Leahy to carry on the work.

— The Woodsfield schools move along toward the summit and that because all the teachers are working to have it so. The corps is as follows: Supt., C. S. McVey; Prin., W. G. Wolff; Assistant, R. R. Robinson; Music, Eugenia May Liston; Elementary, Sarah Davidson, Dee Beard, Nannie Pearson, Zona Dorsey, Lorena Morris, Maggie Schumacher, Cora Adams, Ella Griffith, Isadore Witten, Calvin Mellott.

— Supt. F. P. Geiger of Canal Dover has a high school course that has a spinal column. No boy or girl need leave that city for a larger one in the hope of finding a better course of study. Every pupil is required to take music three times a week in addition to the regular nutritious bill of fare.

— The Scioto county teachers held a good meeting at Portsmouth March 9, with the following program: "The Mission of the Republic," E. T. Lewis; "Coleridge and the Rime of the Ancient Mariner," Harry Bouts; "Parliamentary Law," Carl Huber; "The Eye," Dr. G. M. Marshall; "The Defense of the Profession," J. R. Gilliland.

— The Defiance county teachers had a full house in the High School auditorium at Defiance March 9th, and the spirit of the teachers was excellent. Prof. Canfield conducted the music in his inimitable style and demonstrated that the work in music in the Defiance schools is in good hands. General selections were given by the pupils to the great delight of all present. The teachers of the county are wide-awake and ready to profit by all the advance educational movements.

— C. B. Bonham,\* science teacher in the Madisonville High School, keeps moving up the line. Next year he will be a member of the faculty of the Cincinnati School of Commerce and Finance, in addition to his regular work. He is a graduate of Hughes High School and of Miami University, and worked his way through college by dint of perseverance and indefatigable effort.



C. B. BONHAM, MADISONVILLE, O.

Under his leadership the athletic teams have become well-nigh invincible, and that means that he works with and for the pupils in school and out. He has done and is doing the sort of work that shows pluck, courage, and unflagging energy. We rejoice to see such men receive the recognition they so richly deserve.

— One of the difficult things the average high school science man has to do is to get his botany classes to arrive at some clear and definite un-

derstanding as to just how the pteridophytes are propagated and just what part the spores play in the process of reproduction. The spores of the genus *Osmunda* contain chlorophyll and must germinate comparatively in a short time. They will also germinate in the school room very readily and easily. When I say readily and easily I mean it to be literally true. I am so situated right now that I can with a little trouble to myself send several million spores to any one who may wish them, and will gladly do so for a two cent stamp. I believe botany teachers would be glad to have them, and if you will convey the information I will furnish the spores. Just ask them to say spores and send a self-addressed stamped envelope promptly after your next issue. Can also send a few leaves of the pitcher plant to those who may wish them for the postage, about five cents. L. S. Hopkins, Massillon, O.

— Miss Bithia Williams, the primary teacher at Jersey, has already been re-elected for another year and ten dollars added to her monthly salary. They don't want her to get away.

— G. W. Walker, teacher of Latin in Wells High School, Steubenville, has his pupils give metrical translations of portions of the text in Virgil. In the February number of *The Classical Journal* there was published one of these by Miss Mary Vorhees, a very distinct honor for this talented young lady.

— Two new books of the series of *Eclectic Readings* by the American Book Co. have just come from the press, and both are beauties. "Nature Studies on the Farm," by Prof. Charles A. Keffer, and "Trail to the Woods," by Clarence Hawkes, will

delight all the young readers and the older ones, also, for that matter. They are both beautifully illustrated. The price of each is 40 cents.

—Miss Nellie Horn of Westerville has accepted a position in the Jersey schools, and is making a good start.

—A merchant in Chestnut street has become very fond of an office boy he engaged last June. The boy entered very early in the morning when the merchant was reading the paper. The latter glanced up, and went on reading without speaking. After three minutes, the boy said: "Excuse me, but I'm in a hurry."

"What do you want?" he was asked.

"A job."

"You do? Well," snorted the man of business, "why are you in such a hurry?"

"Got to hurry," replied the boy. "Left school yesterday to go to work, and haven't struck anything yet. I can't waste time. If you've got nothing for me, say so, and I'll look elsewhere. The only place I can stop long enough is where they pay me for it."

"When can you come?" asked the surprised merchant.

"Don't have to come," he was told.

"I'm here now, and would have been to work before this if you'd said so."  
—*Ex.*

—"Life is a leaf of paper white,  
Wherein each one of us may write  
His word or two, and then comes  
night.

Greatly begin; Though thou have  
time

But for a line, be that sublime—  
Not failure, but low aim is crime."

—The Wooster High School enrolls 291 pupils, 43.449 per cent. of whom are boys. Supt. Charles Hau-

pert has always carried out the policy of teaching his senior class in some subject with the idea of keeping himself in sympathy with the classroom work of teachers, knowing personally each graduate, and developing correct views on education.

—The latest number of the *High School Circle*, published by the pupils of the Circleville High School, is one of unusual interest, containing a series of articles by pupils on historical phases of the city. We congratulate all concerned upon the excellence of this number.

—Supt. J. B. Mohler of Berea has been re-elected for a term of three years at an annual salary of \$1,500. The highest salary ever paid before this was \$1,100.

—E. W. Avery, agent for D. C. Heath & Co., has been promoted to a position in the Chicago office, and F. E. Pierpont of Logan has been elected to a permanent agency in Ohio.

—Supt. J. E. Ockerman of Woodville finds his new position altogether to his liking. At the holiday vacation he was offered another position, but the right sort of assurance from his board of education caused him to decline the offer.

—The Stark County Schoolmasters' Club held their second meeting for the year at Canton March 22, at the McKinley House. The menu card was prepared by the boys of the Manual training school in the eighth grade, under the direction of W. C. Faust and F. A. Snell. It is of wood in the form of an artist's palette, ornamented with pyrography, and is altogether unique. The boys who did the work deserve the thanks of all the schoolmasters for giving them such a beautiful and interesting souvenir of the pleasant event.

—Prin. Wm. B. Guitteau, of the Toledo Central High School, since September, 1905, is winning his way

Mr. Guitteau is a Toledo boy by birth, and was president of the class of '94 of the Toledo High School,



WM. B. GUITTEAU, TOLEDO, O.

and making a record for good school work of which the people of Toledo are justly proud.

where he completed the four years' course in three years, besides carrying off one of the class honors. He

spent one year at the University of Michigan as a special student of history and economics, then entered the literary department at the Ohio State University, where he received the degree of Ph. B. in 1897, having completed the full four years' course in three years. During his university course he represented Ohio State in the first annual debate of the Ohio Debating League, took second place on the fourteenth annual oratorical contest, and was class orator at the commencement banquet. Mr. Guiteau next entered the college of law, where he spent one year, completing the first two years of the course. In 1898 he was elected Emerson McMillen fellow in economics at Ohio State against numerous competitors, but resigned in order to accept the position of instructor in English in the Toledo High School, to which work he devoted himself for two years.

In June, 1900, he passed the state bar examination; the same month he was awarded the President White fellowship at Cornell University, where he spent the following year in advanced study in politics and economics under Prof. Jenks, the industrial commission's expert on trusts. After receiving the degree of master of arts from Cornell, he was appointed special clerk to the United States industrial commission at Washington, where he spent the summer of 1901. In the fall of that year, and again in 1902, the University of Pennsylvania awarded him fellowships in economics and in political science, and after two years' study there he was granted the degree of doctor of philosophy in June, 1904, his thesis being in the field of municipal politics. During his residence in Philadelphia, Mr. Guiteau contributed many articles on social

science to the New International Encyclopedia, and more recently he has collaborated with Prof. P. A. Roi in editing an edition of Moliere's plays.

—The North Carolina *Journal of Education*, copies the poem by Supt. H. S. Piatt, entitled, "The Rubaiyat of Ethylle McFadden, School Teacher," which appeared in the MONTHLY but fails to give credit. That's an easy way if people are willing to do it.

—A little girl in a city school, the other day, gave the following definition, "A substitute is one of them there teachers what don't know how to teach."

—The American Book Co. has just issued "Cranford" as the latest volume of the Gateway series. This statement ought to be sufficient to induce a few thousand more teachers in Ohio to read this charming story. The price is 40 cents.

—The editor had the pleasure of addressing the Akron city teachers, numbering 240, March 18, and was impressed with the evidences of friendly co-operation existing between teachers and superintendent. In the seven years that Supt. Hotchkiss has had charge of the schools there has been a large increase in the attendance and the change from the chaotic condition in which he found the organization to the perfect harmony which exists at present, marks him as a superintendent of unusual capacity and merit. The high school faculty of nearly 30 teachers is most ably directed by Principal D. C. Rybolt. The high school enrollment is rapidly approaching 1,000, and the large addition to the high school building will be ready for occupancy the coming year, when a strong course in manual training will



be introduced. The training school for teachers is in charge of Principal Lee R. Knight and unusual care is exercised in the preparation and selection of teachers.

—Gentle reader, do you know of the "book-shed" of Dr. J. J. Burns? If not, your education is somewhat deficient. Great things have been done for the teachers of Ohio within this humble, hallowed place. This is the work-shop of Dr. Burns and here has been done all that vast work

and the schools in all departments have settled down to united and harmonious work. This happy condition of affairs is due largely to the sane, conservative, and sympathetic supervision of J. K. Baxter, who was called to take charge of the schools two years ago. His clear insight into school problems, his courtesy to teachers, pupils, and people, and his absolute justice and fairness to all with whom he has to deal, combine to bring to him that respect and con-



BOOK-SHED OF DR. J. J. BURNS.

for the Reading Circle. Here he has been working all these years, yearning for the interest and co-operation of all the teachers in Ohio. Thousands have read after his brilliant pen and they are all the better for it. Hat's off to the "book-shed!"

—"Hints and Helps for Mothers — Rainy Day Amusements for the Nursery" is the title of an interesting and helpful series of articles now running in *St. Nicholas*.

—Canton is quiet, educationally,

confidence which go far to insure success. A day in the schools of that city recently made this all plain, and we congratulate Supt. Baxter upon his merited recognition.

—Hon. F. B. Willis, of Ada, and Prof. A. B. Graham, of Ohio State University, were the speakers at the Licking Co. meeting, at Newark, March 23, and everybody was enthusiastic in praise of their addresses.

—Supt. W. L. Davis, of Tarlton, will have a graduating class this year of ten, five boys and five girls.

—Dean H. C. Minnich, of The Ohio State Normal College, of Miami University, knows the needs of them at Castine and Piermont, then was superintendent at Hutchinson, Kansas, with forty teachers, three



DEAN H. C. MINNICH.

of teachers. His experience has led him over the whole course. He taught three years in the country, years, and then was superintendent at Hillsboro ten years, and at Middletown one year, and then entered upon

his present work. In this work he has achieved great success and is only just beginning. He has ideals and ideas and these he is using every day in working out his great problem. He is a hard worker and is too busy doing things to devote any time to mere show. Largely through his ceaseless work the summer term will have not less than 700 students. Success to him!

—Principal Wells L. Griswold of Youngstown is the N. E. A. State Director for Ohio, and all who are expecting to attend the meeting at Los Angeles July 8-12 will find him a source of bountiful and accurate information.

—T. C. Flanegin, of Pomeroy, has resumed work after many vicissitudes of sickness, floods, and the like. He aptly describes the situation in quotation marks thus: "Off again, on again, away again, Flanegin."

—The Board of Control of the O. T. R. C., on March 23, adopted the following books for teachers: Pedagogy, Keith's "Elementary Education;" Literature, Page's "The Chief American Poets;" History, Parkman's "La Salle."

—The Ohio Arbor and Bird Day Annual which is being distributed from the office of the State School Commissioner, is a very artistic production and every teacher will find it very suggestive. We are greatly pleased to have Ohio represented by such a beautiful booklet, for we feel certain that it is one of the best that will be seen this year anywhere in the United States.

—C. P. Parkhurst, agent for Ginn & Co., and Miss Isabella Woodbridge Wells, will be married at the home of the bride, in Chicago, April 17. After an extended trip through the

West, they will establish their home in Columbus.

#### ADVANCE MEMBERSHIPS TO THE STATE ASSOCIATION.

'Already some of the progressive school people are sending their membership fees to the treasurer, Prin. Ira C. Painter, Zanesville, and this fact augurs well for the movement to bring the number up to one thousand or more this year. Some of the people who pay their membership fees, may not be able to go to Put-in-Bay, but they will have the consciousness of having performed a loyal service in helping forward the great educational movements in Ohio. The following have sent in their membership fees in advance:

*From Defiance:* F. E. Reynolds, H. B. Mulholland, L. L. Canfield, Loamy Heater, Anna D. Wells, Carrie Reynolds, Mary Lenhart, Florence Rowe, Marjorie Lamb, Sarah V. Pruesser, Lillian M. Bailey, Besse Andrew, Catherine Culkins, R. W. Darner, Lora D. Higgins, Helen E. Deatrick, Kathryn Carey, Mable M. Winn, Martha M. Jones.

*From Eaton:* J. R. Beachler.

*From Columbus:* Geo. P. Har-  
mount, O. P. Cockerill, Edith Rees,  
Jennie Davies, F. B. Pearson, W. B.  
Skimming, Chas. H. Lake, J. C.  
Hambleton, Minona Schwier, Lillian  
Behren, Helen Gallen, J. D. Harlor,  
Helen Fraser, Alice D. Hare, Lillian  
Colgan, J. A. Harlor, Geo. W.  
Leahy, Margaret Felch, Juliette Ses-  
sions, U. S. Brandt, Louise Stewart,  
Margaret Watters, Cora B. Crane,  
and Anna Finn.

*Stark County:* C. A. Armstrong, J.  
K. Baxter, and W. C. Faust.

*Licking County:* J. D. Simkins, U.  
G. Sanger, Clarence Weinland, Syl-  
via M. Siegfried, Cora B. Haughey,  
Dora Brennstuhl, Iva Morgan, Edith

Mackay, Mary Palmer, Nellie Brad-dock, Bertie Jones, Katherine Ambrose, May Hawke, Bessie Laird, Lottie Dillon, Katharine Gilbert, Mabel Pugh, Elizabeth Watkin, Katie A. Murphy, Gertrude E. Avey, Alice McMahon, Sarah McNeal, Carrie M. Kirby, Harriet Messenger, and Edna M. Swanson.

*Muskingum County:* W. D. Lash, Hellen E. Printz, Mrs. L. P. Bodener, Ira C. Painter, Amanda A. Hilliard, Francis E. Swingle, Ethel V. Z. Sullivan, Carrie E. Granger, Margaret Frame, May Armstrong, Mary C. Wakefield, Rudolph H. Wentz, Mary McMulin, and Lottie M. Cosner.

#### CENTRAL OHIO SCHOOL-MASTER'S CLUB.

The third meeting for the year was held, March 22, at the Southern Hotel, Columbus. The Board of Control of the O. T. R. C. were in session at the time and all the men of this organization were guests of the Club. The following minute relative to Supt. J. G. Leland, was adopted and made a part of the record of the meeting:

Supt. Joshua G. Leland was always diligent "in business, fervent in spirit, serving the Lord;" he respected himself and so lived a clean life; he loved his fellows and so was ever busy in their behalf; he believed in "work done squarely and unwasted days," but never failed to discriminate between major and minor affairs; he was genial and kindly and those who knew him loved him; his course was ever a straight line from which neither party nor policy could induce him to swerve; he had courage of a high order, and this had its roots in deep conviction; no more fitting inscription could crown his tomb than this: *Here lies*

*a man.* In the death of such a man the Central Ohio Schoolmaster's Club has sustained a great loss, but his life, his work, his devotion to the right will ever inspire us to nobler service.

The paper of the evening was read by Supt. Wm. McK. Vance, of Delaware, on the subject "Our Educational Methods and Their Results." The following were present: W. O. Thompson, E. P. Childs, W. McK. Vance, J. P. Sharkey, F. S. Coultrap, C. E. Carey, E. A. Jones, J. J. Burns, S. T. Dial, L. A. Rhodes, C. B. Stoner, T. Otto Williams, W. H. Rice, C. D. Everett, E. B. Stevens, J. A. Harlor, B. E. Richardson, Frank T. Cole, W. F. Pierce, W. M. Townsend, E. H. Scott, F. B. Pearson, J. S. Alan, H. L. Frank, M. J. Flannery, J. T. Tuttle, C. L. Boyer, J. A. Bownocker, J. V. Denney, J. D. Simkins, W. E. Henderson, Wm. McPherson, C. B. Austin, Herbert Welch, C. C. Patterson, J. W. Mackinnon, L. W. Mackinnon, W. S. Robinson, J. A. Shawan, C. S. Barrett, E. A. Kolb, D. R. Major, and W. W. Boyd.

#### UNIFORM EXAMINATION QUESTIONS FOR MARCH.

##### U. S. HISTORY INCLUDING CIVIL GOVERNMENT.

1. Explain fully why Roger Williams was banished from Massachusetts. What settlement did he found?
2. How did each of the following obtain its name: Carolina, Plymouth, Virginia, Lake Champlain, Baltimore?
3. Explain the importance of the defeat of the Hessians at Trenton.
4. When, how, and with what effect, did France recognize the colonies as an independent nation?
5. What was the condition of the United States with regard to the (a) commerce, (b) finances, and (c) prestige at the close of the War of 1812?
6. When and with what conditions as to slavery was each of the following states admitted to the Union:

Ohio, Texas, Missouri? 7. At the opening of the Civil War it was one of the government's objects to secure control of the Mississippi River. Show how this was or was not accomplished. 8. Describe the nature and effect of "Carpet Bag Government" in the South. 9. Give, in substance, the fifteenth amendment to the constitution. In whose administration was it passed? 10. Mention three methods of raising money for the Federal government.

### GEOGRAPHY.

1. Discuss the mountain systems of Europe as to general trend, greatest height and influence upon drainage. 2. Compare Massachusetts with Ohio as to the nature of its manufactures; California with Spain as to natural products. 3. Tell all you can about the physical and political geography of the Sudan. 4. Nevada and Illinois are in practically the same latitude. Account for the difference in fertility. 5. Locate seven cities, limiting the names to the following list: Kingston, Springfield, Frankfort, Georgetown. 6. Give the source and relative length of the following rivers: Mississippi, Volga, Amazon, Congo. 7. What is an ocean current? What ocean current flows along the east coast of the United States? The east coast of Japan? 8. With regard to either the province of Manitoba or the province of British Columbia state its chief products, its capital city, and one river that flows through it. 9. Explain what effects mountains and rivers may have in determining the occupations of a state or country. 10. What is meant by "the summer solstice?" When does it occur?

### LITERATURE.

1. Write briefly upon the travels of Washington Irving and mention at least four of his contributions to literature. 2. What can you say of the life and poetry of Anne Bradstreet? How was she considered by her own generation? 3. Discuss Concord, Massachusetts, as a literary center. 4-5. Give the authorship and a brief summary of the subject matter of any two of the following: The Vision of Sir Launfal, The Prisoner of Chillon, Marmion, L'Allegro, any one of The Idylls of the King. 6. For what historical work is George Bancroft most noted? John Lothrop Motley? William Prescott? 7. Show by

reference to American prose that patriotism has played an important part in the literary inspiration of the country. 8. Mention your favorite American novelist and tell why you like his works best. 9. Show how you would exemplify correlation of studies in the teaching of "Evangeline." 10. Indicate by quotation that you are familiar with at least one of Shakespeare's plays.

### PHYSIOLOGY.

1. What advantage is derived from the contractility of muscles? Why are muscles arranged in pairs opposite each other? 2. What is approximately the normal temperature of the body? How is an even temperature maintained in the body? 3. Why are the arteries elastic? How do you distinguish between venous and arterial blood? 4. Distinguish between the function of motor and sensor nerves. What part of the nervous system is the seat of reflex action? 5. Locate in order from the mouth: duodenum, epiglottis, pylorus, pancreas, rectum. What have the pancreas and duodenum to do in the work of the body? 6. Name three coats of the eye. 7. What kind of a lever is used when the forearm is raised by bending the elbow joint? Explain. 8. In bones what is the function of each of the following: periosteum, marrow, Haversian canals? 9. Why is alcohol a thirst producer? 10. What are sedatives? Why should they be used as seldom as possible, even in illness?

### THEORY AND PRACTICE.

The first five questions are based on "Rational Living" by Henry C. King.

1. Explain or paraphrase the following proverb: At forty every man is either a fool or a physician. Is it true of the physical or the intellectual life or of both? 2. What is Prof. James's theory of the emotions? 3. What indications of the necessity of abundant physical activity are noticeable during adolescence? How great a part should "muscular" training play in education at this stage? 4. Emphasis on what branches of the school curriculum does the above question suggest? 5. State at least one fact about the philosophy or teachings of two of the following each of whom is frequently referred to by King: Kant, Lotze, James, Stanley Hall, Lecky. 6.

Name one work on the history of education, two works on the theory and practice of teaching, and two educational journals which should prove valuable to any teacher. 7. State one argument for, and one against, the teacher's having control over pupils on the way to and from school. 8. Should all children be punished alike for the same offense? Why or why not? 9. Do you believe it advisable to adhere closely to a set daily program? Why, or why not? 10. What studies are ordinarily pursued in the fifth grade of a graded school? How much home study would you expect of pupils in this grade?

### GRAMMAR.

1. Looking out, there was scarce any-  
2 thing to be seen but the lashing of the  
3 wind and snow, and the men, when  
4 they finally attempted to face it to go  
5 to the rescue of the cattle overtaken  
6 in the field, found the air filled with  
7 fine, powdery flakes, mixed with the  
8 dirt caught up from the plowed land  
9 by a terrific blast which moved almost  
10 ninety miles an hour and made it im-  
11 possible to see twenty yards ahead.

The first seven questions refer to the selection given above. 1. What kind of sentence is the above? Name (as to subject and predicate) all principal clauses. Classify all subordinate clauses. 2. Give the syntax of four infinitives. 3. Point out all the different uses of the participle found in the selection. 4. Classify six adverbs. 5. Parse in full *it* (4) and *it* (10). 6. What does each of the following modify: *scarce* (1), *mixed* (7), *ninety miles* (10), *an hour* (10), *twenty yards* (11)? 7. Parse in full *anything* (1-2), *but* (2), and *impossible* (10-11). 8. What are the principal parts of a verb? Why are they so called? 9. Write sentences illustrating the use of conjunctive adverbs, correlative conjunctions. 10. Classify (as to part of speech) each of the italicized words in the following: "*What but praise can be ascribed to those whose lives were freely given for their country that perpetual freedom might be ours.*"

### ARITHMETIC.

1. Define the following: decimal fraction, below par, Arabic notation, compound denominate number, cancellation. 2. How many feet board measure are there in a plank 17 ft. long, 22 in. wide

at one end, 13 in. wide at the other, and 3 in. thick? 74½. 3. A commission merchant sold a consignment of flour and pork for \$25,372; he charged \$132 for storage and 6¼% commission. What were the net proceeds of the sale? \$23,517.39. 4. A druggist bought 5 pounds of opium by avoirdupois weight at \$8 a pound, and sold it by apothecaries' weight at \$1 an ounce. How much did he gain? \$32.91½. 5. An army lost in one battle 2-17 of its men and in another 2-7 of the remainder, after which there were 15,120 men left. How many men were in the original army? Analyze. 6. A man engaged in business with a capital of \$22,800, is making 10% per annum on his capital; but on account of ill health, he quits his business, and loans his money at 6½%. How much does he lose in 2 yr. 5 mo. 10 da.? \$1,950½. 7. At what time between four and five o'clock are the hands of a clock together? 21 9/11 min. after 4. 8. If a cistern 17½ feet long, 10½ feet wide, and 13 feet deep, holds 546 barrels, how many barrels will a cistern hold that is 16 feet long, 7 feet wide, and 15 feet deep? 384. 9. A man paid \$10,989 for 6% railway stock at 110%, brokerage 1%; how many shares did he buy? What was his annual income from the stock? 89, \$594.00. 10. Find the greatest common divisor of 1 8-13, 1 7-15, 1 3-20. 1-120.

### ORTHOGRAPHY.

1. Mark the vowels correctly in each of the following: *feint, melee, sluice, sough, avalanche*. 2. Explain the difference between accent and emphasis. 3. Spell correctly and define the following: *conicle, manical, barnical, fonetical, monocle*. 4. Supply the missing prepositions in the following: (a) I differ — you; (b) I am disgusted — it; (c) His performance was good, but not equal — yours; (d) He was injured — hardships; (e) Distinguish — the three following words. 5. Give one homonym of each of the following words: *rouse, muscle, loot, plate, time*. 6. Write the following: *decipher, beguile, promontory, trestle, commodious; indispensable, condolence, penance, plague, adamant; gossamer, Libyan Desert, chamois, cantos, reversible; decorator, gymnast, lexicon, adequate, lesion; menacing, peaceable, shoe-in* Maumee, spaniel.

WHAT SHALL WE DO FOR THE SUBMERGED FIFTEEN PER CENT.?

By Supt. J. D. Simkins, Newark, O.

In December, 5 problems in simple fractions, 3 in decimals, and 2 in percentage, were given the 8th grade; in February the same ones were given the 7th grade. The questions required mechanical operations only. No two pupils in a room were given the same problems. Manuscripts were graded at the superintendent's office. The problems may be had upon application.

7th Grade. 8th Grade.

27%	33%	made over 79%.
14%	18%	made less than 21%.
6%	8%	did not have one correct answer.

In the 8th grade 217 pupils were examined; in the 7th 221.  
In each case 7 schools were examined.

Greatest difference in averages of 7th grade schools, 19%.

Greatest difference in averages of 8th grade schools, 29%.

General average for 8th grade, 52%; for 7th, 55%.

About one-half hour was given to the explanation of the question sheet, and about the same time was required to solve the problems. The pupils of a room were required to number and each pupil asked to take the set of problems indicated by his number. The sheet of fools-cap size contained 1,650 problems. The grading is easy because the superintendent has the answers to the problems.

Questions for pupil No. 27: 1.  $6-11 \times 2 \ 1-6 = ?$  2.  $6-11 + 2 \ 1-6 = ?$  3.  $6-11 \div 2 \ 1-6 = ?$  4.  $2 \ 1-6 \div 6-11 = ?$  5. Find difference in  $6-11$  and  $2 \ 1-6$ . 14.  $.045 + 8.54 = ?$  15.  $8.54 - .045 = ?$  16.  $.045 \times 8.54 = ?$  26. Base \$290, rate .07: find profit. 28. Principal \$290, rate .07, time 447 days: find interest. Ten problems. Questions for all other pupils were similar.

The 8th grade pupils were required to change the three problems in decimals to common fractions before solving.

But few of the 7th grades had been taught interest.

It is but fair to say that the pupils had not formally studied Profit and Loss or Interest at the time these questions were given, and that probably the average per cents. would have been ten to fifteen per cent. higher a few months later.

It seems that about 15 per cent. of the pupils in both grades can not handle fractions as they made less than 21%; and that about 30% understand them well as they made over 79%.

The variations in the per cents. made by the 217 8th year pupils and the 221 7th year pupils show that we have pupils of every grade in each room:

PER CENT.

	100	90	80	70	60	50	40	30	20	10	0	
7th Grade . . . . .	7	26	26	30	25	32	28	20	14	4	13	pupils.
8th Grade . . . . .	18	15	27	33	..	..	..	..	11	11	18	pupils.

Some of the figures are wanting for the 8th.

It seems that we have all grades of pupils in every room; at least their per cents. run from zero to one hundred. The difference in their scholarship can not be attributed to the teacher or school environment for in many instances the pupils have had the same teacher and same school environment for several years as they have come up through the different grades.

Other branches would show equally as wide a difference in scholarship as arithmetic but not always with the same pupils; generally, however, with the same pupils.

This exhibit presents several problems for the teacher and superintendent to solve. Think them over and give your solutions.

The schools mentioned above were all in one city but the writer has reasons to believe that other cities are presented, in many instances, with a similar situation.

#### EDUCATIONAL NEWS.

—At the meeting of the Canton Schoolmaster's Club, at the McKinley Hotel, Friday evening, March 22, Prin. L. S. Hopkins, of Massillon, and Supt A. B. Wingate, of Beach City, were initiated and received as members.

Prin. J. H. Hines, of Beach City, and Prof. L. L. Weaver, of Alliance, were guests of the evening.

Supt. C. L. Van Cleve, of Mansfield, was the speaker of the evening, and gave one of his usual eloquent addresses on the subject: Shall we write Schabod?

Those present were: E. A. Stewart, Frank Jones, E. E. Scheu, C. A. Armstrong, John K. Baxter, W. F. Gilmore, L. L. Weaver, J. H. Hines, A. B. Wingate, L. S. Hopkins, H. P. Hazlett, C. J. Bowman, F. A. Snell, W. C. Faust, M. G. Marshall, Carl H. Myers, E. F. Weckel, H. M. Shutt, W. S. Ruff, C. L. Van Cleve, A. J. Dehoff, M. E. McFarren, and L. L. Nave.

—Supt. L. C. Brown, of Jersey, has been re-elected and his salary increased from \$75 to \$90 a month. It is sun up in Jersey.

—After fourteen years of most faithful and acceptable service, Supt.

Charles Hauptert, of Wooster, has tendered his resignation to the board of education, to take effect at the close of the present school year.

—"School Management," by Prof. Samuel T. Dutton, of Teachers' College, Columbia University, deals with practical school problems in a practical manner. One of the many good features of the book is the absence of unnecessarily technical terms. The teacher who reads it will have little trouble in grasping the author's meaning. The publishers are Charles Scribner's Sons.

—Supt. E. B. Cox, of Xenia, in his annual report, speaks up "loud and strong" as follows: "Church affiliations, personal friendships, and politics should under no circumstances be permitted to influence the appointing power in the selection and appointment of teachers."

—Supt. D. H. Barnes had another all-day meeting at the Bath Township high school, March 15, which was the best ever. The crowd reminded one of a county fair and the good things to eat made it "a land flowing with milk and honey." Then the program! Commissioner Jones was there, and Joseph Wing, and Supt. E. B. Cox, and many other speakers.



There was music, too, good music and plenty of it. It was a great day for the schools and for the people.

—The Warren Co. teachers had a most enthusiastic meeting at Lebanon, March 23. The attendance was large, and the interest even larger. They have a way of getting things done in the county that is beautiful to behold, due to the fact that they all work at the problem.

—A. B. Prior has been elected to the superintendency at Homer to succeed J. L. Clifton, who went to Mendon.

—At the May meeting of the Scioto county teachers there will be a debate on the question which was proposed in Principal Harlan E. Hall's article in the January MONTHLY under the caption, "Am I My Brother's Keeper."

—Supt. S. H. Layton of Fostoria, writing for the local press, makes these points for manual training: 1. It develops skill. 2. It is a thinking process. 3. It develops ethical habits. 4. It develops habits of order and neatness. 5. It develops perseverance. 6. It develops accuracy, and therefore a love for truth. 7. It develops self-reliance. 8. It makes doers of things.

—Supt. J. G. Crabbe of Ashland, Ky., has been elected Secretary of the Commercial Club of that city. The local press says: "Our new Secretary is a hustler, and always a great factor when it comes to any broad, liberal, public-spirited work."

—The editor spent March 5 in the schools of Lancaster, and met with the teachers, now numbering nearly 60, in their teachers' meeting at the close of the afternoon session. Some excellent work was seen, a marked

feature being the readiness of pupils to respond in the recitations by talking freely, logically and intelligently upon the subjects assigned for study. The new high school building is a model in arrangement, lighting, heating and ventilation, and Supt. Cassidy and his associates are working in harmony for the welfare of the children in the schools.

—The Souvenir of the Wells High School, Steubenville, recently prepared by Supt. Edward M. Van Cleve, is one of the finest specimens of artistic work we have ever seen.

—A visit to Valparaiso, Indiana, five years ago revealed a school attendance of such magnitude and an equipment of such excellence as to lead to the conclusion that high water mark had been reached, but a return trip, March 1, made evident that the flood is still rising, and, with streams of attendance pouring in from all the states in the Union, no one can safely predict what the future will bring. Organized September, 1873, with three departments, four instructors, thirty-five students and a part of a building, this school, originally devoted largely to training teachers, has developed and modified its courses of study to meet the ever increasing demands made upon it, until it is now a University with Teachers', Scientific, and Classical Courses, much more complete than formerly, and many new courses and departments added. As a University it is regularly chartered, confers the usual degrees, is open for four terms of twelve weeks each, with two mid-term sessions for the special accommodation of teachers and others, whose employment for the winter makes it impossible for them to attend school all the year, but whose industry and economy make them the best of students. There are now 25

departments, 162 instructors, a large number of well-constructed and well-equipped buildings, including three in Chicago for medical and dental work, modern laboratories accommodating 400 students at one time, or 1,200 daily; a good library, and an annual enrollment of nearly 5,000 students. The value of the plant is at least \$1,000,000. How such a condition of affairs has been brought about in a third of a century is simply unexplainable, but there are reasons: 1. The President of the institution, H. B. Brown, and the Vice-President, O. P. Kinsey, both Ohio men, have grown with the institution, thoroughly understand its workings, and attend strictly to their business. Both teach one or two classes each day, and thus keep in close touch and hearty sympathy with the real work of the school. 2. The management of Valparaiso University have always been friendly to the other educational institutions of Indiana, including those supported by the State. They are too big to be jealous, too busy to be fault-finding, too generous to be selfish, and too sane to attempt to build up their own institution by tearing others down. 3. The expenses have always been kept at a minimum. The tuition is low, room rent in the University dormitories and in private residences is most reasonable, and those who desire it are furnished board at from \$1.20 to \$1.40 a week. In these days of extravagance when the cost of college education in many institutions is rapidly reaching the point where many of the most earnest, in their desire to secure an education, are prohibited from attendance, because of expense, such institutions as Valparaiso are a real blessing in the opportunity which they furnish to thousands of earnest souls whose poverty in money is far more

than balanced by their wealth of brains, industry and character.

—Dr. Samuel Findley, for so many years editor of the MONTHLY, has not been as well as usual the past winter and has not spent the season, as is his custom, in his orange grove in Florida. It is very gratifying to announce that he is better again and so far as his interest in the schools of Ohio are concerned, the growth of time has made no change in him. A delightful hour spent in his home, March 18, passed all too soon. The best wishes of school people go out to Dr. Findley in the evening of his long and useful life.

—The following communication from Howard Dock, of Woodward High School, Cincinnati, came too late to be used in its rightful place in the symposium on high school work and hence, is given here:

I have been surprised to hear that anyone considers the High School course too difficult, and that only pupils of more than ordinary intelligence are able to do the work. The course at present could even be made more comprehensive, and the average student, if willing to devote some time to his work, would be successful.

I have taken the regular Latin and mathematical course, with French as an extra, and have met with no difficulties. The course, with the extra study, excluding drawing and Gymnasium, consisted of twenty-five recitations per week. I found two and a half hours of daily study sufficient. I do not wish to pose as a prodigy, for I firmly believe that any pupil, who is willing to devote a little time to daily, conscientious study, can complete the course in four years.

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## A CHILD'S LAUGHTER.

All the bells of heaven may ring,  
All the birds of heaven may sing,  
All the wells on earth may spring,  
All the winds on earth may bring  
    All sweet sounds together;  
Sweeter far than all things heard,  
Hand of harper, tone of bird,  
Sound of woods at sundown stirred,  
Welling water's winsome word,  
    Wind in warm wan weather,

One thing yet there is, that none  
Hearing ere its chime be done  
Knows not well the sweetest one  
Heard of man beneath the sun,  
    Hoped in heaven hereafter;  
Soft and strong and loud and light,  
Very sound of very light,  
Heard from morning's rosiest height,  
When the soul of all delight  
    Fills a child's clear laughter.

Golden bells of welcome rolled  
Never forth, such notes, nor told  
Hours so blithe in tones so bold  
As the radiant mouth of gold  
    Here that ring forth heaven.  
If the golden-crested wren  
Were a nightingale — why, then,  
Something seen and heard of men  
Might be half as sweet as when  
    Laughs a child of seven.

— SWINBURNE.

## MANUAL TRAINING IN ELEMENTARY SCHOOLS.

BY DR. W. O. THOMPSON, COLUMBUS.

The general terms in which the Committee has expressed the subject assigned to me lead me to suppose that a general discussion is desired rather than a specific treatment of some phase of the subject. Recent years have witnessed a rapid development of interest in manual training as a feature of education. Whether this is to be regarded as a protest against the inefficiency of other forms of education or whether it is a more or less earnest search after the practical in education or whether it is the discovery of a new field of education hitherto neglected we need not now stop to inquire. The fact is that manual training is here. The public mind for the present at least is fixed in the conviction that every community of any considerable size should provide some facilities for manual training in the schools. The interesting testimony is offered that wherever such education has been introduced public favor has supported it and no sentiment exists that would suggest an abandonment. Under these circumstances we are bound to study the problems presented by this form of education and secure such treatment or solution as will make manual training effective. It may be worth while in passing to remind ourselves that this form of education is yet in its infancy. The history of manual training is all compassed in the lives of this audience. It is not surprising then that both teachers and patrons have not yet formulated exact theories and worked out definite programs. The truth is that the most enthusiastic advocates

of manual training are usually the most awake to the dangers and errors associated with it. In consideration of our topic let us first of all announce a few fundamental principles in our educational creed in order to a better estimate and appreciation of manual training.

And first let me remind you that we are steadily moving away from what some one has called the vestibule theory of education. For long years we have believed and taught that education was always preparatory. The elementary school was preparing for the High School; the High School was preparing for College; College was preparing for something else. The result of this vestibule and preparatory theory was that no one ever seriously expected to reap any present rewards. The only rewards were future rewards. The evident truth in this theory was important. The undiscovered truth was equally as important. Is it not true that the child of six and the youth of fifteen are living as really as the father of forty or the grandfather of sixty? Have we not failed to see or to put it the other way, have we not now discovered that the educational process in the child is enriching life and bringing its daily measure of happiness and human wealth? Is it not as natural for the child to be in school as for the father to be in business? If not, why not? Here is where the child spends as much time as the average man spends in his office. Ought not the one to be as happy and as well adjusted in his environment as the other? The

point I wish to emphasize is that our modern education regards the child as living — not as getting ready to live. The boy is as really living when playing ball as when hoeing corn. The achievements of childhood are just as real as those of manhood and may be quite as important.

In this connection manual training may be regarded as a contribution to life. For a boy to express himself in a piece of completed construction — whether it be of basketry—of carpentry, or what not may be as important to his happiness—to his intellectual existence or to his moral life as for you or me to express ourselves in the performance of our civic or commercial duties.

A second principle which I suggest in this connection is that modern education proposes consideration of the whole person as expressed through body and mind. We are not content to regard the mind separately or exclusively. The body may be and ought to be a natural and legitimate means of expression. In this view manual training proposes to give some visible expression to our ideas and ideals. It is a narrow and imperfect view to regard this education as merely a training of the hand. It is better to regard it as such a mastery of the body as to make it co-operate perfectly with the intellectual ideas. Penmanship, for example, was the earliest form of manual training. It held the field exclusively for a long time before drawing or any other forms were given consideration and a place. As we all know by a painful experience the problem in penmanship was to train the fingers, the hand and occasionally the arm for the full arm movement in order that this member of the body should more perfectly serve us and thus enrich our lives. Now

all physical culture — all manual training in whatever form — has this same fundamental principle under it, viz. — the more perfect mastery and control of the members of the body that they may the better express what is in the mind. This principle is in operation in chopping wood when a boy tries to put his ax twice in the same place, when he tries to keep his saw to the line or when he develops the art of using the bat successfully in a game of ball. It is only recently that we have appreciated the educational importance of games. Now let it be kept in mind that in manual training we have after some experience selected out of the large number of possible things a few typical representative activities that will serve not only for the proper training of the body but which may at the same time be used for intellectual, esthetic and ethical purposes. At the same time the importance of what we term the practical has been kept in full view so that the school room experiences will readily relate themselves to all other ordinary human experience. From this point of view, penmanship, drawing, cooking, sewing, basketry, carpentry, forging and all the others may be regarded as educational means by which the intellectual life is awakened, interest aroused, enthusiasm developed, the hand and indeed the whole body made a more effective instrument of service, the life of the child or youth enriched and enlarged and the sum total of his daily happiness increased. Speaking therefore in general terms I may say that modern education has put important emphasis upon the body as the medium through which we are to become effective. Sometimes this is a question of hygiene insisting that our bodies shall be in good working

order. The development of science in our schools, especially biology and physiology has made manifest that a sound healthy body is a most important consideration as related to individual and social progress. Now manual training goes a step forward and insists that the body shall be not only sound in condition but effective in action. It goes still farther and insists that this bodily effectiveness is not a substitute for other things. It does not supersede the strictly intellectual or moral disciplines secured by other educational subjects or processes. In a degree manual training may secure intellectual and moral results (and I am confident it does) but it in no degree antagonizes the intellectual results of language study or the results of moral judgment developed in the study of history and biography but rather co-operates with and stimulates all other educational processes in securing these desired ends. In an exclusively intellectual world a course of study for intellectual purposes might be constructed but in a world where men and women have bodies, where these bodies are the point of contact between the material and the spiritual, it seems rational that they shall be brought to the highest point of effectiveness in human service. Education must face that problem. Manual training is one method of solution.

Passing now these general considerations let us proceed with a few specifications with special reference to manual training in the elementary schools.

First, I suggest the value of self expression. To have an idea is one thing; to be able to express it is often quite as important. This is the fundamental reason for the study of language; that it is a medium of expression. To acquire a language

is therefore to increase our power of expression and thus largely increase our efficiency and our happiness. We have learned however that a language is not acquired until we can use it as a tool. The modern college teaches the student a great deal about the language but it rarely teaches him the language. In the teaching of language composition work has been increased for this very purpose. The acquisition of a language is a pleasure to a child so long as he sees that he is developing his power to express himself but when he finds that he is simply trying to mimic some one else it becomes distasteful. This is precisely what drawing seeks to accomplish. It helps the child to give visible expression to what is in his mind. The pleasure in an idea is enhanced when you can give it visible expression. This is why the average child loves to draw. This has been the experience of all races. They have attempted to express themselves in some way—often in a grotesque way to be sure—but still there was a joy in self expression. Now in a scheme of education we simply lay hold of this principle and develop it in the belief that the greater variety of ways in which the individual may express himself the greater his efficiency and his happiness.

I mention second the joy of achievement. It is a great joy to do things. You may remember the joy when you made the first sled, or built a house in the tree as my boys did, or constructed a wagon out of the refuse wheels and axles on the farm or made the first dress for the doll. These joys were real. Every person in this assembly is rejoicing in the achievements of life. If there are none—discouragement ensues and despair possesses us. Why not now put

this same joy of achievement into the child's life while he is in school? That is precisely what manual training proposes when it teaches the smallest child through the constructive process of weaving—basketry or whatever the exercise may be that the joy of achievement awaits him daily. To be sure this joy is elsewhere. When after ten weeks of daily drill I was able to repeat without mistake the regular Greek verb in all its moods and tenses I felt that I had done something. However, I felt that the work was only preparatory to future joy. My criticism is that no one seemed to think the daily school duties should bring daily reward. The schoolroom was the home too exclusively of the taskmaster. My plea is that manual training not only gives the present joy of achievement but will bring us a new and better interpretation of the importance of other forms of education.

I mention third the importance of training in initiative. Few people can fail to recall the blunder of some boy who was bold enough to solve a problem a new way not provided in the rule. We are getting over those things but meantime it may be proper to remark that our schools of manual training are encouraging originality and initiative more than the older forms of education. Of all places the schoolroom should be pre-eminently the opportunity for initiative and originality to have opportunity. Not every proper subject of study furnishes the opportunity in any important degree. Manual training does so and for that reason alone justifies its presence in the course of study.

I mention fourth a group of habits encouraged by manual training that have decided value both intellectu-

ally and morally. I refer to accuracy of work—definiteness of purpose, the training of the judgment through comparison, self-reliance and others that you will readily mention. The demands of constructive work cultivate the same habits in the child that will be needed in later life. They become fastened upon him at a time when results are important and easy of attainment. The way is thus opened for an easy transition to the later experiences of mature years with no revolution in the established habits of the school period.

I mention fifth the socializing effect of all forms of industrial education. No doubt it makes for an ideal democracy of feeling and sentiment to have daily association in the ordinary processes of life with others where the work itself becomes the social bond. Children learn to respect each other for what they are and for what they can do—and that is essential democracy of a desirable type. Here the rich and the poor—the fortunate and the unfortunate—are bound together in a fellowship with common experiences. They know and feel and think together. Later years may reverse the conditions of the schoolroom but the schoolroom comradeship will endure and these people will be the better prepared to grapple with the troublesome social problems this generation seems able only to talk about. It is a splendid social experience for these different classes of boys and girls to share the same planes; to put their hands in the same dough, to rejoice in the same achievements of the workshop. These experiences will go a long way to root out the miserable sentiment of superiority based upon false views of life now so prevalent in certain quarters. Manual training is helping to hasten the con-

dition when saner social sentiment will prevail. The most important decade of the life of our children is spent under the dominant influence of the school. Here it is that important traits of character are to be

developed and strengthened. Manual training has proved its fitness to produce certain definite and much desired results. For its socializing results, if for no other, it deserves our support.

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## ADOPTION OF TEXT-BOOKS.

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BY DR. H. S. PIATT, COSHOCTON,

It is customary to begin a paper of this kind by magnifying the importance of the subject. With a perversity which some of my friends are kind enough to assure me is constitutional, I am going to begin with the exact opposite. Of all the larger instrumentalities which go to make a successful school, the text-book is, in my judgment, the least consequential.

The American public school is cursed with too many text-books. One would think to glance at the formidable printed list that Johnny and Susie carry home at the close of that eventful first day of school in September that American school officers had never heard of Pestalozzi and Froebel. Those valiant champions seem to have rescued the fair person of Education from a grizzly horde of publishing bandits, only to have her fall again into another horde ten times more numerous and ravenous. We not only have separate text books for all the leading subjects of the curriculum, but are even called upon to suffer such monstrosities as text-books in nature study and mental arithmetic. I attended an educational meeting once where the subject of mental arithmetic was up for discussion. There was practical unanimity as to the prevalent weakness of the

schools in mental arithmetic and the desirability of giving more emphasis to it in the programs. But, at once came the objection, it is so hard to get the board of education to adopt another book, and still harder to get parents to buy it. In the name of all the saints in the educational calendar, who wants a text-book in mental arithmetic? The way to have mental arithmetic in the schools is just to have it. The way to introduce it is just to begin to-morrow morning at 8:30 and have ten minutes of mental drill in arithmetic. I said as much on the occasion referred to, but I think the only effect of my remarks was to add to my reputation for eccentricity.

What trouble the text-book makers give themselves to furnish forth with all pomp and circumstance of half-tone engraving and elaborate letter-press, the form, structure, and habit of the dandelion and the grasshopper, the toad and the compass plant, to say nothing of the mysteries of seed germination, when all these things are to be had in propria persona by most Ohio children for considerably less than the asking.

It is not difficult to account for this particular form of bibliomania. The past few years have seen a mar-



velous expansion in the text-book publishing business. New texts are poured forth from apparently exhaustless presses in a volume for which no adequate simile is at hand. Naturally, it is necessary for the publishers to sell books in order to make room for others coming on. To the accomplishment of this purpose are brought to bear the highest commercial ingenuity, powerful organization, and tireless propaganda. Amiable and charming young men, well dressed and with faultless manners, smoking good cigars and with always a few extras in the upper vest pocket, are sent forth to carry the gospel of good books to the heathen sitting in darkness—upon school boards. Free sample copies are sent out with a prodigality which compels wonder, and keeps several large second-hand book concerns in this country doing business. Where a large adoption is on, the affair assumes all the aspects of a hot political campaign, and in the parlance of the craft, is termed, not inaptly, a book "fight." Under such circumstances, is it any wonder that more text-books are published than are really needed? The great majority of text-books published to-day, are not got out because they embody any new or valuable pedagogical idea, but simply to "compete" with some successful text of some other publisher, or because the publisher wishes to complete his "line" of texts.

It is only fair to say that the publishers are not the only sinners willing to sacrifice the educational interests of the school to selfish commercialism. The educator himself is not wholly free from the itch of seeing his name printed on the title-page of a book. If the book is successful—which always means if a large number of copies are sold—the royalties

accruing therefrom come as a grateful addition to an all too meager salary; and in any event there is the professional prestige to be considered. I was once talking with the author of a popular language text. We were sufficiently close personal friends that we could talk with entire frankness. I said to him, "Your book is based upon sound pedagogical principles, but would it not be better if most of the material were arranged in the form of a manual for the teacher, and the pupil worked under the latter's personal direction?" He replied, "You are right; but in that case there would be no royalties for the author." His answer was half playful, but it was none the less true.

The professional weakness of the average teacher is another cause of the great predominance of the text-book. Real teaching is one of the most difficult of the arts. But nothing is easier than assigning a certain number of pages to be "studied," and afterward "hearing" the recitation. Almost anyone able to read can do that. As a superintendent I have found that upper grade teachers are greatly benefited by an experience in the primary grades, provided they are not kept there too long. The reason is that in the primary grades it is absolutely necessary to teach; mere lesson hearing is impossible. The teaching habit thus formed is apt to be carried by the teacher into the upper grade work, greatly to the advantage of the pupils.

Add to the above causes the powerful force of custom. The current popular idea of school is that it is a place where books are studied. Notwithstanding much parental complaint about the cost of books, the average father expects and wants to buy some books when the boy starts to school. And the probabilities are

that he would have scant respect for a school where the text-book list was very much reduced from its present proportions.

I have gone into this matter at some length. It may appear at first glance to have nothing to do with the subject of text-book adoption. But I think it has. A part at least of the problem of text-book adoption is to educate the public and teachers to the point where fewer books will need to be adopted.

But even then we shall have to have some text-books. Some years ago the superintendent of one of the leading cities of this country undertook to run his school without any text-books at all. He lost his job. The moral of this story, which is not a fable, is that a good thing can be carried too far, and also that the individual cannot move very much faster than the procession. The strong teacher is bigger than any text-book, and can walk without it, but the weak teacher needs its support and aid.

Under actual conditions, where, as in most schools, each subject is taught from a text-book more or less slavishly followed, the task of selection assumes an importance it would not otherwise have.

First, the method. The present state law of Ohio places the adoption of text-books in the hands of the school board. In cities where there is a superintendent of schools, his opinion enters more or less, by consent of the board, into the determination. The weight which it has varies very much with the locality. In some places the superintendent's recommendation is always asked and is seldom or never rejected; in other places his judgment counts for little or nothing. It does not seem to depend so much upon the ability or professional standing of the superin-

tendent as upon local custom and other considerations.

There appears to me to be more reason for nomination of text-books by the superintendent than for nomination of teachers, which latter is now legally in his hands. After all, the success of the teacher is largely a matter of general personality, and of this the shrewd business man is as likely to be a good judge as the superintendent of schools. But the considerations which enter into the selection of a text-book are almost purely technical. I could conceivably select a workman for the head of a manufacturing plant, without serious blunder, but I should not for a moment think of undertaking to pick out an engine or dynamo for him.

The law also provides that, once adopted, books shall not be changed for a period of five years, except on a three-fourths vote of the members of the board. This appears to me excellent. It guards against capricious change, at the same time providing for change where the need is strongly apparent, at any time. In fact, if this subject was placed on the program with a view to suggesting needed legislation along this line, the committee selected the wrong person to handle it. The present Ohio plan seems to me admirable in all respects, and in my judgment the energies of this body of school board members, as well as of educational forces generally, should be directed toward preventing rather than aiding and abetting any new legislation. We are getting along very nicely in the matter of text-books. Let us alone.

State uniformity of text-books is a subject likely to come up any time in legislative circles. It seems to be popular in the south, and shows sporadic

signs of life in the north at times. I can find little to recommend it. It violates the fundamental American principle of local self-government. But the practical objections are even greater than the theoretical. The argument relied upon by its promoters is, I believe, that parents moving from one place to another within the state are not subjected to additional expense for school books. I believe it can be shown that more actual changes occur under state uniformity than under individual adoption. While it is true that there is peace in text-book circles during the legal period of adoption, yet it must be remembered that when the legal period expires the book lists of the *entire state* are disrupted, the aggregate of change thus brought about being greater, I am convinced, than if districts were left to their own choice. The magnitude of the spoils at stake in one great battle is a greater inducement also to the political grafter than if the same amount were scattered in bits over the entire state.

On the educational side of this there is absolutely nothing to recommend it. What educational reasons are there why Cleveland and Sleepy Valley district should be compelled to use the same text-book? There are many why they should not. It is interesting to note that although there is probably more moving to and from large cities than there is between the smaller places, yet the large cities are usually exempt from the state uniformity laws. This is because the politicians are afraid to offend the latter. They are big enough to take their own part.

County uniformity is open to the same kind of objections but the evils are less, in proportion to the smaller

size of the territory. As a matter of fact not five per cent. of the population is benefited, even in the matter of expense, by state uniformity. Why should the educational interests of the ninety-five per cent. be sacrificed to the petty convenience of the five per cent.? That too is un-American.

Let us hope, then, that in Ohio, at least for a long time to come, we shall be allowed to select our own text-books for our own schools. With this prospect in view, let us examine briefly some of the considerations which should effect that selection.

In the first place, let us dismiss at once the notion that there is any absolutely best text-book in any subject, any more than there is an absolutely best breed of horse or make of automobile. It is a matter of circumstances, of purposes in view, even to a considerable extent of individual taste. There are pedagogical creeds and systems of dogma, even, each with its representative text-book literature, and for the superintendent at least, his educational denominational affiliations, so as to speak, figure largely in his choice, as they should.

The large adoption argument is one much relied on by our friend the agent in urging a text-book. In my judgment, it has little weight. Numerous adoptions may mean a greater tribute to the efficiency of some agent than to that of the book. It is a well known fact that publishers push certain of their books rather than others, for reasons of their own, without much regard to the real merits of the books.

The typography and mechanical features of the book should be taken into consideration. In these days no book not well printed upon good paper should be placed in a child's

hands. Regard for eyesight requires that the paper should not be glazed, except where necessary for half-tone engravings. The size of the print is a point seldom looked into by school boards or superintendents either, when considering text-books. Yet there is no doubt that this neglect is the cause of much poor eyesight among children. In books for young children the letter should not be smaller than what the printers call pica, which is about .07 of an inch in height. For the beginners it should be even larger. And no book for any grade should be printed in a letter smaller than what is called small pica, which is .05 of an inch in height.

The style in which a text-book is written is of the highest importance. Special attention should be given to see that the language, without being puerile or showing conscious effort to "write down," is easily within the grasp of the pupils for whom it is intended. The commonest weakness, especially of high school texts, lies right here. The trouble comes from the fact that the publishers, in order to give prestige to their books, select the authors almost wholly for their eminence in scholarship. Now, a man may be a very great scholar and yet not be able to write a good high school text-book in his own subject. In fact, his very scholarship is likely to unfit him for the task. Probably the greatest single success in the way of a high school text-book, of the present generation, whether viewed from the standpoint of the publisher or the schools, was written by a man whose academic attainments were very ordinary, but who knew what a text-book should be. Up to now, our school books have been written for the most part either by school

men who knew little of the subject, or by college professors who knew little of the schools. With the rapidly rising standard of academic scholarship among public school people, it is probable that the best books of the future will come from those actively engaged in school work, rather than the professors.

A book strong in all other points may fail because of bad arrangement of matter, whereby it lacks the peculiar quality of "usableness" in the class room. I have in mind a series of high school texts, charmingly written by leading scholars, beautifully printed and excellently and profusely illustrated. They are delightful to read, but we did not find them workable, under average school-room conditions, with the average teacher. They are very alluring, especially to the non-professional judgment, but they do not lend themselves to class-room treatment.

Fortunately, it is not so easy to make mistakes in selecting text-books as it used to be. There have been great advances. Time was, when the problem was to select a good book out of the various offerings. It is almost literally true that there are no bad books put out by publishers to-day. At present, it is rather a question of selecting from among a mass of good books, the one best adapted to the circumstances and educational ideals of the given school.

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#### **PROGRAM OF THE OHIO TEACHERS' ASSOCIATION.**

TUESDAY MORNING, JUNE 25, AT 9:30.

Prayer.

Inaugural Address — A New Declaration of Independence, Charles L. Van Cleve, Supt. of Schools, Mansfield.

The Independent in Education — F. L. Beggs, President of the Board of Education, Newark.

Educational Publicity—Charles D. Simeral, Editor Herald-Star, Steubenville.

Simplified Spelling — Dr. J. A. Shawan, Supt. of Schools, Columbus.

General Discussion.

**TUESDAY AFTERNOON AT 2:00.**

Report of the Committee on Necrology.

Theme: The Language Arts —

The Art of Story Telling — Miss Rea McCain, Lebanon.

Mechanization of the Reading Process—Miss Mary Peterson, Principal Dennison School, Cleveland.

Mechanization of the Writing Process — H. E. Conard, Supt. of Schools, Gallipolis.

Life in Literature—G. C. Maurer, Supt. of Schools, New Philadelphia.

General Discussion.

**TUESDAY EVENING AT 8:00.**

Annual Address — Miss Jane Adams, Hull House, Chicago.

**WEDNESDAY MORNING, JUNE 26,  
AT 9:30.**

Address—Education and the State. Hon. Wade H. Ellis, Attorney-General of the State of Ohio.

Report of the School Revenue Commission—Hon. Edmund A. Jones, Chairman, Commissioner of Common Schools.

General Discussion.

Appointment of Committees.

**WEDNESDAY AFTERNOON AT 2:00.**

Theme: The Course of Study — Its Failures and Shortcomings.

The Co-ordination of the Kindergarten with the Graded School — Miss Anna Laws, Cincinnati.

The School and Society — Prof. F. A. McKenzie, Ohio State University, Columbus.

The Arts — J. Powell Jones, Supervisor of Music, Cleveland.

Hand, Brain and Heart—W. McK. Vance, Supt. of Schools, Delaware.

Weakened Moral Ideals — B. F. Stanton, Principal High School, Salem.

General Discussion.

**WEDNESDAY EVENING AT 8:00.**

Entertainment.

**THURSDAY MORNING, JUNE 27,  
AT 9:00.**

Report of the Secretary, Ohio Teachers' Reading Circle — Hon. J. J. Burns, Defiance.

Debate: The Overloaded Course of Study —

It is — I. N. Keyser, Urbana; P. C. Zemer, Napoleon; C. W. Cookson, Troy.

It isn't — J. E. Collins, Fremont; H. A. Redfield, Nottingham; E. A. Hotchkiss, St. Marys.

Report of Committees, Election of Officers and General Business.

Adjournment.

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**READING—AN AID TO CHARACTER  
BUILDING.**

**By Jennie Tribbey, Morrow.**

The chief causes which produce formation of character are met with in the homes of the people. They are of great variety and mostly too subtle to be controlled. Religious belief, ideas ineradicable often in maturer life, imbibed from the early instruction of parents, the principles of morality current among brothers and sisters and playmates, popular superstitions, national and local prejudices sometimes have a deeper and more permanent effect upon character than the instruction given in schools.

The teacher, it is true, exercises his influence among the rest — but this is a power that must grow weaker as the number of pupils under his care is increased. Much good may result though from teaching these young people to read, to investigate, to interpret, to discriminate, to absorb and assimilate that which is wholesome.

The power of research — the art of acquiring information for oneself should be cultivated. With what more valuable faculty that that of finding out things for himself, can a child be endowed? Children are great admirers. They should be taught to look for and appreciate that which is beautiful in drawing and painting, in music and poetry, in nature, in life and character. Can not all these be classed as "Reading?"

The creating of a literary spirit lies with the common school teacher. The status of literature everywhere is determined by the training of children. Teach them to read healthy literature — the best they can understand, or perhaps a little better than they can completely comprehend — and they will become a generation of readers.

But *what* shall they read — the Historical or the Imaginative? Both! There is much to be admired in the firmness of historic truth — but for it we can not sacrifice all the rich creatures of that wonderful power imparted to the son of genius who, as if in the secret of omnipotence has but to say, "Let there be" — and there is light — light flashing far above and below and around the dark and empty void where chaos lately dwelt. Neither history nor sentiment is perfect alone, but must blend their influence to produce the good to be expected from either. It has

been said that a dual nature in all things seems necessary to the perfection of unity. Not even is sound an exception to the general law. If, then, the imaginative is not the bass in the music of literature, it is the sweet soprano, in perfect harmony with it, yet sounding high and clear above its rolling strength, in strains of heavenly melody, to make us aware how deficient the bass would be alone.

In the reading of our gems of literature in the school room, quotations and reproductions should be insisted upon. Let the cleverest in the class illustrate selected portions by original drawings.

Should the reading of newspapers and magazines be discouraged? By no means. We should appreciate the power that may be employed by the newspaper and respect it, because it is the safe-guard of our just rights and privileges. Though it contains much that is sensational, yet the child must be taught to discriminate. Good and evil are to be met with — to him is the power of selection.

From the pages of his geography he memorizes an account of the great Lisbon earthquake. From the pages of his History he learns of a famine in Ireland — also that Mount Vernon, the old home of Washington, was purchased by an Association of Ladies. Will not the awfulness of an earthquake be more real to him, should he learn from the newspapers and magazines the fate of San Francisco and Kingston? Is there any comparison between the condition of affairs resulting from the Potato famine in Ireland and that of Starving Russia as portrayed in our leading periodicals? Is it wrong for a child to know that the old Lincoln farm in Kentucky has been purchased by an Association that it will be con-

verted into a National Park? Should Collier's beautiful illustration of this embryo park be withheld from the eyes of the young?

From these three — and many other illustrations could be given — what lessons in patriotism, national pride, and human sympathy may be gleaned! A chord of sympathy cannot be touched in a heart void of purity. As the heart becomes clarified, prejudice, selfishness and passion decline, and the desire for truth grows stronger. Desire for truth — what better foundation for a good character?

Having taught the child to read is not sufficient. Help him realize that there is a choice in books as in friends, and the mind sinks or rises to the level of its habitual society. Books insensibly give way their own natures to the mind that converses with them. They either beckon upwards or drag down. A man is known, says a proverb, by the company he keeps, and not only so, but made by it.

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#### **BRUSH THE EYEBROWS UPWARD. (DIDACTIC.)**

By D. A. Ferree, Martinsville.

Stand in front of the mirror a moment before you start to school in the morning and give the eyebrows an upward stroke to see the difference that is made in the personal appearance. The corners of the mouth will follow the example in taking the "rising inflection" and the whole face will take on a more pleasant look.

The arching brow has always been acknowledged a symbol of beauty and curving lines are the peculiar marks of an artist. Our faces are the open books from which pupils and friends read our minds, thoughts and digestion. How necessary then for

us to keep a good page open for their inspection. A disturbed mind, an impure thought, or an undigested breakfast may suffice to contract the brows, harden the lines and make the face utterly unpleasant if not actually repulsive.

The improvement will be found to be not wholly external. The increased feeling of self-respect that comes to a boy with a lately cleaned face, may have its counterpart in the feeling of a teacher with improved facial expression. Many a person says, "'Tis not the clothes that make a man," but he neglects to give the positive side of the case, "they help his appearance most wonderfully and add materially to his stock of self-respect." Brush the eyebrows upward and assume a share in these improved conditions.

The act of arching the brows may not make a humorist of one, but it may be remembered that humor always moves in curves; never in straight lines. It will serve, however, to clear the mental vision, dissipate trouble into "thin atmosphere," and put a kindly thought in the place of that grumpy one.

Brush the mental eyebrows upward. What business has a teacher with depressed mental vision to be looking for the wrong, the bad, and the uncouth in human nature? All children are looking forward to a long life of pleasure, profit, and plenty. Help them to see the same in your face and in your mental make-up. A well adapted story may be the instrument with which the curves may be wrought upon the mental countenance and the beams from this re-adjusted countenance may suffice to clear a heavily clouded school-room sky.

Good humor and good nature are a part of the successful teacher's

stock in trade. And whatever may be required of a teacher in deportment, dignity, or dress, mentality, moral character, or manners, let him add to these a pleasant countenance, both mental and physical.

### POET AND KING.

By Charles Buxton Going.

Out of a desolate night,  
Into the pride of the court  
Flooded with color and light,  
A wandering singer was brought.

And there, at the foot of the throne—  
A weary and pitiful thing  
That begged for a crust or a bone—  
He sang at the nod of the king.

The king and his courtiers are gone;  
Clean gone out of mind is their  
fame;

The fields where their glory was won  
Are only a date and a name.

The singer, alone of the throng,  
Lives on through the death of the  
years —

For men still remember the song  
And sing it, with love and with  
tears.

—*Scribner's Magazine.*

### TO THE PEACEMAKER.

To him who strove for peace in time  
of war,  
The great and mighty nations look  
for peace.

At his command the East and West  
must cease

And listen to his word: to strive no  
more.

For peace and love like stars in  
summer skies

Shed their soft light upon the earth  
so vast,

And smile on all, to win for him at  
last

That great and rich reward — the  
Nobel prize.

But he, most generous in his lofty  
seat,

Has done a thing unknown in for-  
mer times —

A deed that shall be praised by poet's  
pen;

And halls that speak of fame shall  
oft repeat

That he has giv'n what angels' sil-  
very chimes

Proclaimed — "Peace on earth, good  
will to men."

ALBERT L. WINNER, '09.

NOTE — The above sonnet won first honor in a contest confined to the members of the Sophomore class in the High School. It was written to celebrate the winning of the Nobel Prize by President Roosevelt.

L. E. YORK, *Supt. Public Schools,*  
*Barnesville.*



# The Ohio Educational Monthly

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O. T. CORSON, EDITOR AND PROPRIETOR.  
F. B. PEARSON, - MANAGING EDITOR.

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Nebraska Teacher, Lincoln, Neb.

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Texas School Magazine, Dallas, Texas.  
Western School Journal, Topeka, Kan.  
Western Teacher, Milwaukee, Wis.  
Wisconsin Journal of Education, Madison.

If all our dreams, our bright, beautiful dreams would only come true! But even that would not be so good as if we ourselves would come true.

\* \* \*

To take refuge behind our poverty in an excuse for not advancing is weak and cowardly. If we burn with zeal to do things the way will open.

\* \* \*

EVERY teacher who goes to summer school should take at least one new study. That course means progress and will insure sympathy for pupils in their new work.

\* \* \*

PUT-IN-BAY is in Ohio and no one need stay away because of the long journey or because of the great expense. All who are wide-awake will get value received.

\* \* \*

It is rank heresy and a base insult to say that the over-talkative teacher got his education in a wind-mill and the man who said it should be tabooed. He's a rank traitor.

\* \* \*

We are getting an early start this year in Reading Circle work, and can easily complete the reading of all the books before the expiration of vacation time.

SOMEBODY has said that "joy is the legal tender of the soul" and, this being the case, the people who pay memberships to the state meeting in advance will have much legal tender.

\* \* \*

THOSE counties that had no representatives at Put-in-Bay last year ought to bestir themselves this year so as to make up for lost time. A good list looks well in print.

\* \* \*

THE whole question of taxation in its bearing upon the schools will be gone over at Put-in-aBy and there is no teacher in Ohio but is vitally, personally interested in this all-important question. School revenues and salaries are closely related.

\* \* \*

WHAT a joy it must be to the superintendent to find teachers ready and eager to accept his judgment on matters of professional interest — Reading Circle work, professional reading and attendance at the state meeting. These are the things that show professional spirit.

\* \* \*

THE beautiful poem by Swinburne which opens this number of the MONTHLY is one of the brightest stars in the whole galaxy and, besides, our teachers of English will find that it abounds in perfect examples of alliteration. The next to the last line of the first stanza is a gem.

\* \* \*

PROF. PALMER very aptly says: "And what absurd blunders we make in the process. Becoming immersed in our own side of the affair, we blind ourselves and readily attribute to our pupils modes of thought which are not in the least theirs."

\* \* \*

A PROMINENT board member recently remarked that a superinten-

dent has no moral or legal right to pay off personal obligations with public funds and every fair-minded person will agree that the statement is but a vigorous truth.

\* \* \*

LOWELL says it in this wise: "Let us be of good cheer, remembering that the misfortunes hardest to bear are those which never happen." When we get scared at shadows or ghosts we ought to re-read the poem which delighted us years ago, "Harry and the Guide-Post."

\* \* \*

TO TELL a child to think, *think*, THINK is just as futile as to urge him to drink, *drink*, DRINK when he isn't thirsty, or eat, *eat*, EAT when he isn't hungry. We may lead him into the process, but drive him never. His thinking machine can not be set going with a crow-bar.

\* \* \*

WE sometimes explain to our pupils, often before they are ready for an explanation, and then, seeing a cloud of bewilderment pass over their faces, we explain again but with an altogether different explanation as it appears to them. Then we have them in a muddle. Right here is a good place for the teacher to cross the fingers and count ten.

\* \* \*

ABOUT 11,000 Ohio teachers have read King's "Rational Living" this year, which means that the Reading Circle enrollment has passed the ten thousand mark. If there is a teacher in Ohio to whom this statement does not bring pleasure, he should call a physician.

\* \* \*

A SCHOOL can run without gush, but not without sentiment. It can run without a boss, but not without a friend. If the "big stick" is there it should be garnished with flowers.

A request should always be more potent than a command. A flower in the hand and a song in the heart help the work along.

\* \* \*

THE action of the Board of Trustees of Ohio State University in voting to establish a Teachers' College is an educational event of more than ordinary significance. Indeed, it is a great step in advance. Ohio very properly boasts of her statesmen and her presidents as well as her fertile fields and her mines, and there is no good reason why, in good time, she may not boast with equal justice of the great teachers she has trained for the world at large. The time has come when expert teachers are needed as well as expert engineers and expertness comes as the result of training. There was a time when it was thought that anybody could teach who could answer a few traditional questions. But that time has passed and there has come a demand for teachers who have been trained for this work. Education has been reduced to a science, in good measure, and, as such, it must take its place among other sciences. Hence it is that the opening of a teachers' college at this time is a prophecy of a larger horizon for Ohio. Such a college must, in the nature of things, widen the influence of Ohio on the entire human family, for from this college will go teachers of ability to minister to the world's needs. The time is most auspicious, and the movement meets the hearty approval of the best school men all over the State. It will serve to stimulate educational interests in every school in Ohio and every teacher will be the beneficiary, in some degree, of this advance movement.

\* \* \*

EXPERIENCE may be pro and con.

It may mean that the teacher can teach school, or it may mean that he has been trying to learn how for a very long time. The new teacher sometimes does better work than the other who has been at it twenty years. Time, alone, can not bring about good work in the school-room.

\* \* \*

THERE isn't much to be said in favor of our making a machine of our school work and then falling down to worship this machine—the work of our own hands. It would be better at times to smash the machine if it stands in the way of our getting at the heart of the boy. The boy is more important than the system with a little *s* or a big one.

\* \* \*

THE school system of Ohio puzzles many outsiders because they can not discover the intricate machinery. For the information of all such let it be said that our system consists of the collective good judgment of all the people in Ohio who are teaching school. The city superintendent and the country teacher work shoulder to shoulder in their efforts to make our schools better.

\* \* \*

THE papers in this issue by Dr. W. O. Thompson and Dr. Herman S. Piatt were read before the Association of School Board Members at the recent meeting in Columbus. Both of the papers treat of vital matters to members of boards of education and to teachers as well. We are especially pleased to give our readers the benefit of these papers which alone would make this number of the MONTHLY notable.

\* \* \*

LICKING County had seven teachers at Put-in-Bay last year but the returns will be different this year. In our April number we published a

list of twenty-five advance members from that county and there will be more to follow. There will certainly be a gain of at least four hundred per cent and that means that somebody is at work.

\* \* \*

SUPT. E. A. HOTCHKISS has been elected at Ashtabula. That's news, but even better than the news, if possible, is the fact that he was not an applicant and did not know that he was being considered. The moral of the story lies in the fact that he was doing good work at St. Mary's, work that was so good that its quality became known to people a hundred miles away. If we cultivate our present field well, other people will find it out.

\* \* \*

How often we are dazzled by the shimmer of our own fancied success when, in reality, time may prove them to have been solemn failures. But the good angel graciously blinds our eyes to the future, else would our hearts melt in pity at the weakness of our achievements. But, then, failure is of service if it nerves us to great effort at the next crisis.

\* \* \*

WE are playing ball these days and that is well, if we play the game, play it fair and stay in to the finish. This gives the boys quality, fiber, courage, perseverance. There are some other games that may be played, in between, that will also help. The game of arithmetic is a good one to develop sterling qualities if only it is played fair, and is played to the end. The game of history is good, too, and all the other branches.

\* \* \*

THE young teacher said he had succeeded in arousing an interest in all his pupils save one and eagerly sought advice as to how he could

reach that one. Who will answer his question? It will not serve any useful purpose to call this one pupil names or push him over a precipice. This young teacher of a country school has asked the most difficult of all the questions pertaining to teaching.

\* \* \*

Miss Jean Elwell, of the Xenia high school, is one of the most talented teachers of English to be found anywhere. She recently wrote for their high school paper a critique of *Abelard and Heloise* by Ridgely Torrence which is a masterful bit of writing. Her facility and felicity of expression coupled with her sympathetic appreciation of what is excellent in literature combine to make this product of her pen a real literary gem.

\* \* \*

THE subject of President Van Cleave's inaugural address at the Put-in-Bay meeting is "A New Declaration of Independence" and because of this subject and the reputation of the speaker for clear thinking, plain speaking, and independent action great interest will focus upon this feature of the program. It is difficult to place the emphasis aright for it will certainly be *new*, it will be a *declaration* that declares, and it will have *independence* in it to the core.

\* \* \*

ONE of the most luminous articles that has appeared is to be found in the *Atlantic Monthly* for April. The title is, "The Ideal Teacher," and the writer is Prof. George Herbert Palmer, of Harvard. No teacher can give this article a careful reading and not experience an awakening to great possibilities in himself and his work. It carries conviction in every statement, and the whole article serves to broaden the scope

and dignify the execution of the teacher's work.

\* \* \*

ROBERT Louis Stevenson puts a fine bit of philosophy in this wise: "To be honest; to be kind; to earn a little and spend a little less; to make upon the whole, a family happier for his presence; to renounce, when that shall be necessary, and not be embittered; to keep a few friends, but these without capitulation; above all, on the same grim condition, to keep friends with himself. Here is a task for all that a man has of fortitude and delicacy."

\* \* \*

ONE of the postal-cards that flood the world in these enlightened latter days says, "Mules and billy-goats kick and butt in just like humans." We are wondering if this is an effort to pay a high compliment to these members of the animal kingdom. It is like saying that some horses have more sense than some men. Both these statements serve to open up a vast field for investigation.

\* \* \*

STEADY! These children have growing pains in their spiritual development just as they had in their physical development, and we need to recognize this fact in our work. They are tossing about upon a sea of uncertainty without a compass and need help and friends. They do not see things in their true relation. The glamor of societies, of imaginary possible achievements, of so-called greatness — all these bewilder them, it may be, and they need a kindly hand to lead them.

\* \* \*

THEN there is the debate at Put-in-Bay by which we shall be able to decide whether the course of study is or is not overloaded. The affirmative pyrotechnics will be furnished by

Supts. Keyser, Zemer, and Cookson, and the negative by Supts. Collins, Redfield, and Hotchkiss. Right here is where we shall strike "pay dirt," for all these men will have something to say that is worth hearing. Besides, this question has confronted every teacher in Ohio and so it will prove most timely.

\* \* \*

TO LOOK through a crevice in the fence is to have a limited vision of what lies beyond. We may see some things clearly, but can not see them in their relations to all other things. The only way to compass this full view is to climb the fence. When we sit in judgment upon the work of another without knowing all the facts we are looking through the crevice. The only way to come into a full realization of what he is and what he is doing is to climb over to his side of the fence, and this process will likely make us charitable.

\* \* \*

THERE must certainly be some excuse for our being alive. We surely are not mere accidents. There must be some great purpose in all this big affair of which we form a part. We can not be here just to get two or three meals a day and eight hours' sleep. Besides, there would be no joy in that view of life. Perhaps our relations to others of our kind may throw light upon the matter. Certain it is that people who are doing most for others seem to get the most fun out of life. Possibly one of the reasons we are here is that we may be helpful to others.

\* \* \*

ONE of the chief difficulties in our work of teaching is to get the pupil's point of view. As we grow away from the days of our childhood and form habits of settling things according to standards of mature woman-

hood and manhood, we are apt to forget just how we saw, and felt, and thought, and did when we were children. We ought to know the child's view-point. Certain it is the child can not know ours, since he is without experience of maturity. Hence, we must bridge the chasm if it is ever bridged. Moreover, it must be bridged before our work can be efficient or effective.

\* \* \*

THROUGH the patient, persevering efforts of Prof. W. W. Boyd, from year to year, the North Central Association of Colleges and Secondary Schools has at last adopted a rule by which a high school of only four teachers may be placed upon the accredited list. The rule formerly required five teachers and this rule inhibited many good schools that are doing excellent work. These schools are now eligible to a place on the accredited list if they can show the right sort of efficient work and all of them will feel grateful to Prof. Boyd for championing their cause so persistently.

\* \* \*

EVERYBODY who has thought of the matter at all must have noticed that great advancement has been made in a very few years in the standards of members of our profession. Teachers, in these days, possess far greater degree of general intelligence than ever before, the sort of intelligence that can not be had from text-books alone. They know how to appear to advantage in any society and no finer appearing audience can be found anywhere than a body of teachers. The personality of the teacher has come to be considered quite as much as the grade of certificate and this fact is proving most advantageous to the schools.

HERE is a quotation from "Elementary Education" which will bear a second reading: "The teacher should also have insight, as this is opposed to book knowledge. Insight means an appreciation of the significance of particular things as related to the totality of things—it means sense. The teacher who has his pupils read every lesson in the book just because it is there, or solve all the problems in a list simply to keep the pupils busy, or so that he may say that his pupils solved every problem in the book, lacks insight. Insight is that which enables a teacher so to correlate the daily work and so to interest pupils in it that the maximum educative effect for each child results."

\* \* \*

THE parent will hear from the physician, with a fair degree of equanimity, that his child is not physically perfect, but he will brook with ill grace a statement from the teacher that this same child is something less than a genius intellectually. This makes the teacher's work doubly hard. If parents would but recognize the facts as they are and co-operate heartily with the teachers in making the most of existing conditions the work of the schools would go forward more smoothly. But we must be kind and patient and refrain from calling names even when the child's backwardness is attributed to the teacher's stupidity. We must go bravely on.

\* \* \*

IN "Elementary Education" which has been adopted for the Reading Circle we shall find some choice nuggets if we look closely. Here is one of them: "The course of study exists not as a mold by means of which products of one common pattern may be turned out with regularity

and applause. Rather, it exists as so much of opportunity for development of each child. Each child, by solving the problems presented by the course of study, by learning the facts, by reflecting upon the meanings of the facts, transforms himself from the child into the man. The course of study should, therefore, be regarded as so much of opportunity for constructive thinking by means of which each child shall become generally socialized."

\* \* \*

WE need good honest work done in this world of ours, need it every day. We need it to conserve the health and joyousness of all the people. We need bridges built honestly that we may hear no agonizing shrieks of children in railroad wrecks. We need honest food sealed up in the cans so that there may not be crape on the front door. We need honest plumbing that children may not lose the roses from their cheeks because of impure air. We need honest sewers for the same reason. When we pay for having a house plastered we want it put on with a trowel and not a white-wash brush. We need people who will take pride in the integrity of their work. All this being true, there is no better place to begin this than in the schools.

\* \* \*

IT is not an easy matter to coin new phrases but there are a few of the old ones that ought to be retired on a pension. They have served a very useful purpose and helped many a bewildered denizen of this mundane sphere out of difficulties. One of these is "along certain lines." That sounds well but doesn't convey any information whatever. Besides, it is bending under the burden of years and ought to rest. Another is "thanking you in advance." The

fact is we have the thank-you-in-advance dyspepsia and can not look the old thing in the face without a shudder. In writing to us if you feel inclined to use this expression please substitute "inty minty cuty corn" till we recover from this dyspepsia.

\* \* \*

ANY man who essays the task of speaking in public should have sufficient regard for his audience to make himself heard. If he has something which he wishes to communicate he should either read it so that all may hear or else have it printed and distributed. A college man at Chicago read a paper before the College and Secondary School Association, but read it in such a feeble voice that it seemed quite like a soliloquy. Another speaker in another place the other night gave an illustrated lecture, turning his back upon his audience and addressing his remarks to the screen. Such a performance doesn't represent the highest degree of politeness and has a marked tendency to bore the audience.

\* \* \*

THE advertisers say that it is well for everybody to "blow his own horn" but, somehow, we can't bring ourselves to print all the commendatory letters that we receive relating to the MONTHLY. We appreciate these letters very much and the writers must be fully aware that, since we are human, their kind words must encourage us to try to excel ourselves. Nevertheless, it would seem less than kind to these writers and certainly less than modest on our part to "rush into print" with these letters. We feel assured that all our readers know that we are trying to give them even more than the worth of their money. We do not care to exploit ourselves but are content if we give the teachers each month that which

will help them in their work and give them a little keener joy in plying their tasks.

\* \* \*

PROFESSOR KEITH, in his "Elementary Education" in the chapter on "The Professional Preparation of the Teacher," lays down the following fundamental propositions: 1. The teacher should understand life in its historical aspects, present forms, and ideal tendencies. 2. The teacher should understand the physical, intellectual, emotional, and volitional development of the child. 3. The teacher should, by practice under guidance, become skilled in the technique of using the materials of education to bring about the maximum social development of the child. 4. The teacher should approach his task with a full consciousness of its significance and with a desire to serve that "others may have life and have it more abundantly."

\* \* \*

HERE is a paragraph from Prof. Palmer's article on "The Ideal Teacher" that may be read with profit every morning: "Now it is in this chief business of the artistic teacher, to labor imaginatively himself in order to diminish the labors of his slender pupil, that most of our failures occur. Instead of lamenting the imperviousness of our pupils, we had better ask ourselves more frequently whether we have neatly adjusted our teachings to the conditions of their minds. We have no right to tumble out in a mass whatever comes into our heads, leaving to that feeble folk the work of finding in it what order they may. Ours it should be to see that every beginning, middle, and end of what we may say is helpfully shaped for readiest access to those less intelligent and interested than we."

WE are not interested in any life insurance company and, hence, are free to say that young teachers would do well to consider the subject of insurance early in their career. An insurance policy in a good company (and there are many such) is a good investment for any young teacher, and, later on in life, he will keenly regret his failure to make such an investment. At his age he can get insurance at a low rate and the mere increase in rate of premium as the years go on would net a handsome profit on the money invested. Besides, it inculcates a spirit of business sagacity and thrift and, still further, a life insurance policy is always a valuable collateral in times of emergency.

\* \* \*

LAST year at Put-in-Bay there were many positions secured and many promotions. Many superintendents were looking for teachers and many teachers were looking for better positions. There were many friendly intermediaries whose good offices helped to a consummation. The same will be true this year, only more so. The man or woman who can teach school and can prove it, other things being satisfactory, will have excellent opportunities for advancement. It requires a little faith to do this, but the presence of the teacher at Put-in-Bay is evidence to the superintendent that the teacher has some faith in herself and that is one of her chief recommendations to this man who is seeking a wide-awake teacher.

\* \* \*

WHAT is a school? What is a college? What is a unit in each of these? Questions such as these are under discussion just now by leading men and women in college and secondary school circles and the ques-



tions are altogether pertinent. Definition must precede definite action. We must know what a high school is before we can plan a course of study. We must know what a college is before we can speak intelligently on the subject of college education. We must have some specific definition of a unit before we can use it as a medium of communication between high school and college. Hence, it is well that these questions are being asked and discussed in educational circles.

\* \* \*

OH, dear me, what a lot of things there are to do this summer! Why, there's a trip all over Europe with the Bureau of University Travel, there's the N. E. A. meeting at Los Angeles, with the Rocky Mountains just waiting out there in the cold to be inspected, there's the Put-in-Bay meeting and the waters of Lake Erie surging up against the rocks to express their eagerness to see us, there's the Jamestown Exposition beckoning to us to cross the mountains and take a look at the Atlantic, and then there are Dr. Ellis, Dean Minnich, Dr. Fess, Dr. Smith, Dr. Miller, Prof. Dickason, Prof. McKinney, Dr. Perry, Dr. Creager, and Prof. Boyd all extending hands to welcome us to their summer schools. Dear me, whatever is a body to do, anyhow?

\* \* \*

FOR a long time the MONTHLY has been trying to lead teachers into the habit of reading good poetry. In almost every number we publish a poem that is worthy of reading and memorizing. Now we have a book of poetry as one of the Reading Circle books and all teachers will become more interested. Many teachers make it a point to commit to memory at least one poem each month and this plan has much to

commend it. They are accumulating a store of good things upon which they can draw at all times and derive great pleasure from the drawing. We are especially pleased that we now have opportunity to revel in the delights of Sidney Lanier's poetry with which we are all too little familiar.

\* \* \*

SPECIAL attention is called to the new salary schedule for teachers in the schools of Cincinnati as published elsewhere in this issue. It will be readily seen that the board of education with the able co-operation of Supt. Dyer recognize the value of good teachers in the schools and are willing to pay salaries that will give a good degree of freedom from anxiety as to the common necessities of life. Pinching and scraping in order to get food and clothing is not conducive to that freedom of spirit so essential to good teaching, and we heartily congratulate the Cincinnati teachers that their work is meeting such substantial recognition, and earnestly hope that this same sort of recognition may very soon be accorded to every teacher in Ohio.

\* \* \*

I WANT a cottage on the lake, and a yacht all my own to go and do as I please. I want to travel in my own private car equipped with all the luxuries. I want a wardrobe of amplitude, and splendor, such as will give other people a feeling of envy. I want a coterie of servants to minister to my whims and fancies. And I want — I want — let's see, what else is it I want? Well, I suppose I ought to want not to be a driveling idiot. Wouldn't I cut a figure if I had all these things! A bull in a china shop wouldn't be a circumstance. I'd probably want to throw the whole thing overboard before six weeks, and come back to my own

path. Guess I'll quit wanting to ape other people and try to be sensible.

\* \* \*

LET him go to summer school if he likes and spend his money and wear good clothes. I shall do nothing of the sort. I have a certificate for another year yet, and when that expires it will be time enough to think about another one. I'll save my thirty or forty dollars and take it easy, besides. I guess I know enough to teach school another year. I got through this year all right, all right. So let him go to summer school. I haven't any money to fritter away. I'd rather get a new buggy or a new suit of clothes. Let him grub at Latin and geometry if that suits him. As for myself, I'm going to have a good time this summer going to picnics and enjoying myself generally.

\* \* \*

TACT is but another name for good sense which is often called gumption. Whether sense is a born quality or an acquired one is aside from the point just now. Certain it is that there are many teachers who have such tactful ways of doing things that we naturally think this quality innate. They never take hold of the hot end of the poker, and, besides, they take hold of the cold end so unaffectedly that they impress you as thinking that there is no hot end at all. They say the right things, too, in just the right way, as if there were no other way. They come when it is time to come, and go when it is time to go. They put everybody at ease, children and grown-ups alike. If this quality is acquired it is so thoroughly ingrained that it seems to be a natural gift.

\* \* \*

WHITE feathers are never specially ornamental, but they are easily had. We get them in various ways. They

are our badge of cowardice, and cowardice may be shown in small as well as in great things. When we fail of a duty because of the name of a pupil, we get a feather. When we shrink away from chances to improve because it will cost work and money, we get another. When we shirk from bearing our share of the expense of our profession, letting others pay our way, we get still another. We can very soon get quite a collection if we persist. It costs money to run our State Association, but we can save a dollar and win a feather if we like. Saving the dollar may seem to be a "feather in our cap," but if it should prove a white one the sensation will not prove wholly exhilarating.

\* \* \*

WE are glad to be able to publish thus early the program of the forthcoming meeting of the Ohio Teachers' Association. This we can do because of the enterprise of the executive committee in getting it ready. No one can read this program carefully without making the discovery that it is broad in its scope, and vital in its relations to the practical work of the schools. It covers the whole range from the kindergarten to the college, and thus makes this meeting of especial interest to every teacher in the state. It will be seen that we are to have addresses by the Attorney General, by a President of a board of education, and by an Editor, and, also, that the annual address will be given by Miss Jane Addams, who has done so much for humanity in Chicago and elsewhere. A great feast is in store for us this year at Put-in-Bay.

\* \* \*

INSIDIOUSLY there has crept into our schools the feeling that it is all right for a pupil to cheat if only he is not found out. If he is not de-

pected he boasts of it to his fellows, and some of them incline to look upon him as a sort of hero. True, they find this state of things, at times, in the world of affairs, but that does not relieve the teacher of all responsibility. This whole matter needs attention, for it has to do with foundation principles in our civic life. We want this boy of ours to know that if he steals he is a thief, whether any one else finds it out or not. We can not afford to let this sort of thing take root in our schools. If we do not have honor and honesty among the boys in school we can not expect to find honest men in public places later on.

\* \* \*

AND now comes forward Supt. J. V. McMillen, of Marietta, with a list of more than fifty advance memberships to the Ohio Teachers' Association. We do not know by what process these were secured, but it is fair to assume that there was no "big stick" and no "cracking the whip," but just a straightforward, manly, fair presentation of the work this organization is doing for the cause of education and for every teacher in Ohio. Such a presentation must appeal to all teachers leading them to pay their membership fee with the same good grace as characterizes their payment of their regular fees to the church or other organizations. This spirit will stamp our work as a profession, and we shall all be the better and the happier.

\* \* \*

ONE of the greatest problems of life is to determine what is major and what is minor. Could we but do this our troubles in school and elsewhere would largely disappear. One fact that makes this problem more difficult is that life is dynamic and not static. What may seem major

today will be obviously minor tomorrow. One regards the latest fashion in wearing apparel as major and so inclines to vanity. Another regards money as major and so becomes miserly in his habits even in spite of Mr. Carnegie's repeated statement that it is a rare thing for a millionaire to laugh. Still another thinks his particular hobby is major and so inclines to egotism and self-satisfaction. Left to ourselves we are quite apt to emphasize minor things often giving small attention to the great the major things of life.

\* \* \*

LAST year at the Put-in-Bay meeting, Adams County had one representative, Ashland two, Athens two, Brown two, Clermont one, Coshocton one, Defiance two, Fairfield two, Fayette two, Geauga two, Guernsey two, Harrison two, Hocking two, Jackson two, Knox three, Lawrence two, Logan two, Marion one, Meigs three, Morgan one, Noble one, Paulding one, Putnam two, Shelby three, Van Wert two, Williams two. This is the record which neither men nor angels can change. But men and angels (i. e. women) can make the record look better this year, and the task will not be difficult. Just a little patriotic stirring will do it and everybody will feel the better for it. Defiance County has already sent in nineteen advance memberships for this year. The mathematicians can figure out the percent of increase.

\* \* \*

WHETHER I like a thing or not doesn't matter much in this wide, wide world. My not liking it doesn't change its nature nor the fact that it is here. I may not like olives, but there is a market for olives all the while. I may not like cod-fish but there is a demand for this commodity right along. I may not like straw-

berries (a violent supposition) but strawberries and cream still remain the dream of the epicure. I may not like the *Atlantic Monthly* but that fact does not render this magazine less excellent. However, my not liking it may prove some things in regard to myself. It may show that I do not appreciate a high degree of excellence in magazine literature. It may show that I live down on a lower level than many other people and that I prefer the coarse to the fine. It may show that I have many things to learn yet before I am qualified to express intelligent opinions upon the universe in general.

\* \* \*

THE teacher who will answer the following questions in Pedagogy correctly will receive our endorsement for promotion with a large increase in salary: 1. Can you teach school and how can you prove it? 2. How do you get even with a superintendent who suggests that you subscribe for an educational journal? 3. Where is Put-in-Bay and why? 4. Do your pupils prefer to be right with the minority or wrong with the crowd? 5. Do you know anything that will bring about a resurrection from the dead more quickly than the loss of a position? 6. Give titles of the best twenty books you have read this school year. 7. Are you as anxious to get more knowledge and wisdom as you are to get more salary? 8. Do you regard Reading Circle work as important as playing krokinole? 9. Do you read the answers to uniform questions and, if so, do you find that they fructify your soul? 10. Do you expect to be a member of the rocking-chair-brigade during the coming vacation? 11. What would you rather do than work? 12. What would you rather do with that dollar than to send it to Ira C. Painter,

Zanesville, to pay for membership in the Ohio Teachers' Association? 13. Your professional neighbor says that he excels you in professional spirit. Is he right or wrong? Give proof.

\* \* \*

HERE is an extract from the report of Commissioner Jones' report which will prove of vital interest to all who are thinking of the rural school problem:

"A single township is, no doubt, too small a unit to warrant the employment of a well qualified superintendent to give the greater part of his time to supervision; but our present law permits two or more townships to unite for this purpose and share the expense. Advantage has been taken of this law to a very limited extent. We have a few instances of superintendents in charge of three or even four townships. I see no reason why this should not become general throughout the state. If four townships united the superintendent would have about as many teachers under his direction as he would have in one of our smaller cities. He would be the executive officer of the boards of education, advising them as to a course of study that would be in harmony with the law of the state and best suited to the needs of the district. He would see that the course adopted was carried out in the schools. Teachers' meetings under his direction would be held in each township with perhaps occasional joint meetings — his counsel and assistance would be invaluable to the young and inexperienced teacher. The right man in such a position would be very helpful to boards of education, and an inspiration to teachers and pupils. He would be able to create a favorable public sentiment and to exert an influence in the community that would serve to bring into much

closer and happier relations the home and the school. The expense upon each township would be very light compared with the results that might be obtained. If this form of supervision for township districts could be made mandatory under the same conditions as to qualifications of superintendents, minimum salary, and state assistance, as prevail in Massachusetts, a great deal would be accomplished toward the solution of the 'country school problem'."

#### STUDIES NOT DIFFICULT.

The Ohio Educational Monthly prints a short symposium contributed by high school pupils in various parts of the state. The subject discussed is: "Is the High School Course Too Difficult?" The sentiment is unanimous that it is not; but one of the pupils discusses some features of the matter in a very interesting way.

He seems to be of the opinion that the high school course is too difficult, if one indulges in society to a strenuous degree; or goes to dances and other functions, mixes up with fraternities and sororities, and goes wild on baseball and other forms of athletics, thus monopolizing his thoughts so that he cannot properly address himself to his studies. There is good sense in this observation. A boy cannot succeed at school, or in the world after he leaves school, unless he fights off these blandishments in order that he may put serious purpose into his life.

It is a fact, a school boy must draw a line, between what is good for him and what is bad for him, for that line is very apt to run down through the years; not always, but it is the rule. We are glad to see this pupil give tobacco a hard kick. No school boy has a right to use

tobacco in any form. It is uneducational. And we almost doubt that a board of education has the right to let a boy who uses tobacco stay in school. He is a bad example. He clogs progress. He is a poor subject for moral incentive.

As a rule, the legitimate work of a high school is not hard, unless it is made so by misdirected effort and bad habit. It is really pleasant if not interfered with by trifles from without. — *Editorial, Ohio State Journal.*

#### OHIO TEACHERS' READING CIRCLE.

The Board of Control at its recent meeting adopted the following O. T. R. C. course for the coming year:

Keith's Elementary Education.

Parkman's LaSalle.

Page's Chief American Poets.

The sale of books for this year is already 53 per cent. higher than the total reported last year.

The three books for 1907-08 will be sold at \$3.00 a set and the express paid on all orders amounting to \$6.00 and over. While this is 50 cts. higher than the books cost this year, a comparison of the books merely as books, will show that they will be really lower next year than this. The books for this year were listed at \$4.05, but we had a cheaper edition of the Vincent than the regular \$2 edition. It is true, however, that had the book not been on the Reading Circle it would have cost \$2.00.

The books for next year are listed at \$4.50, counting the LaSalle at the same price as the Popular edition, while our book will be printed from the new plates prepared for the new Library edition which sells at \$2 a volume. So that considering the books merely as books, the price next

year will be about 50 cts. better than this.

In addition to this great book bargain, the Board decided to abolish the membership fee of 25 cts. The increased sale this year enabled the Board to secure better terms with the publishers, and this with the saving on the distribution of the books, led the Board to make the experiment of carrying on the work of the Reading Circle without the fee. It will be necessary, however, for the sales to show the same increase next year as this in order that the plan may succeed. As the books for next year are such as every teacher will desire to own, the same rate of increase can no doubt be secured easily.

The new books will not be on sale before June 1. Teachers who desire to purchase this year's books should do so soon. The old books will be returned about July 1 and after that will cost full price. Tell your pupils about this if any of them are expecting to teach next year.

It should be remembered that the fee must be paid for this year to entitle the reader to credit. All requests for membership certificates and diplomas should go to the Secretary, Dr. J. J. Burns, Defiance.

W. E. KERSHNER,

*Business Manager.*

Page Hall, O. S. U.,  
Columbus, O.

#### OHIO TEACHERS' ASSOCIATION.

Permanency in membership is the crying need of the Ohio Teachers' Association. This has been for as many years as I can remember the oft-voiced judgment of members in good and regular standing as well as the official judgment of the men who have managed its affairs. Yet nothing effective has been done to bring

about the much desired end. This is not due to apathy nor to lack of loyalty on the part of the men and women who have made the Association the potent force it is in educational affairs in the state, but rather because no effective plan of campaign to secure the permanent membership has been devised or, perhaps, no opportunity has offered itself. It seems to the Executive Committee that the opportune moment has arrived and that a plan practicable and effective may be adopted at the 1907 meeting.

The time is opportune because we have undertaken a work of large proportions and far-reaching effect, if properly accomplished, in the organization of the School Revenue Commission. The effectiveness of its work will be the greater because of its personnel—men who have studied the problem for years and have through previous activities in this direction become authorities upon the subjects of their inquiry. So highly respected is this body that the Tax Commission appointed by Governor Harris requested a brief of the findings of our Commission to be submitted for consideration in connection with its own report. The Commission's work must be sustained and followed up. A legislature notably favorable to school improvement is to meet next winter. If we can present a solid front of influence, backed by a permanent membership of, say, 2,000 of the professional teachers of the state, all favorable to the passage of measures advancing the school interests, measures reasonable and well thought out—not merely heard of at a mass meeting and approved by resolution, then forgotten, and then through our permanent organization we can continue to present our claims. If this is done,

not only will the present legislature hear us with respect, but future law-making bodies, indifferent or even hostile, will sit up and take notice of the educators. Great pains have been made by the unselfish labors of the legislative committee of the Association in the past, but we shall do more and better work if the Association can be made less of a haphazard organization.

Money is needed to make effective our efforts at bettering the general condition of the teachers and the schools. Not that we propose to maintain a lobby at Columbus or imitate the great corporations which are said to secure favors by the employment of influential legal lights to shed effulgence upon the intricate questions of constitutionality of proposed legislation and thus assist the law-makers to avoid error. But to secure attention we teachers must be represented not only by the Commissioner of Common Schools but his recommendations must be upheld and his efforts backed by recognized representatives of some powerful body. This has been done, indeed, by our Legislative Committee, and by other committees, our representatives giving not only their time but paying their own expense, for the most part. As a self-respecting organization we should not allow our faithful servants to be at their own charges in rendering us service.

Money is needed to provide means for professional advancement, by study of problems of the profession and publication of the results of such study. And the improvement of the teaching body will come from within the body in the future as in the past.

It was suggested at the meeting of the Executive Committee held June 28, 1906, that a plain statement of the financial situation of the Com-

mittee should be made and published for the benefit of the members of the Association in the hope that a plan (to be devised) for permanency of support would be adopted at the 1907 meeting. Upon the secretary of the Committee fell the duty of preparing the statement and devising the plan.

Our constitution makes the Executive Committee a Board of Directors having almost unlimited authority. Occasionally the Association, by vote, orders the Committee to expend money for some purpose. Such was the case last June when \$200 was to be turned over to the School Revenue Commission for expenses in preparing and publishing a report. That the sum was inadequate any one who knows the expense of printing at once recognized. But this expenditure, ordered by the Committee in accordance with the will of the Association, almost exhausted the balance in the treasury, and the arrangements for the coming meeting, including the necessary expenses of the Committee, the printing bill, the fee for the speaker who delivers the annual address, are made on faith. This is not so businesslike an arrangement as should characterize the dealings of the leading educational association of a great state. We should be prepared to pay our bills as we go, and not depend upon the leniency of our creditors or the secretary's ability to advance the needed funds.

Now for the plan: Many a time and oft has the example of the National Association been held up for the Executive Committee to copy. Get the railroads to collect the fee and you will get \$1 from every one who goes to the meeting. But the roads won't collect for us. Besides, we need a larger membership than even last year's. Taking the cue from

the N. E. A., however, I suggest that we arrange for the publication of a Year-Book in which shall be printed the names of the members, together with their addresses and educational history, a sort of honor roll of the teachers of the state who believe enough in the dignity of the profession to sustain steadily its leading organization. That such a list would be valuable to all concerned might be easily demonstrated. Dignify the office of secretary to the Board of Directors (the Executive Committee) and find an Irwin Shepard to look after details and the Ohio Teachers' Association might become a vastly greater power than it is. Within five years a membership of 4,000 or 5,000 would result.

EDWARD M. VAN CLEVE.

#### EDUCATIONAL NEWS.

—The next meeting of the Ohio State Board of School Examiners for the examination of applicants for state certificates will be held at the Great Southern Hotel, Columbus, Ohio, July 2, 3 and 4, 1907. Applicants for certificates must file with the clerk of the Board, at least thirty days before the date of the examination, an application blank properly filled out. Copies of the rules of the Board and application blanks may be had by addressing the clerk, Supt. H. B. Williams, Sandusky, Ohio.

—Supt. Alva B. Hall, of Williamsport, has more than met the expectations of his people and the year has been one of great success in school work.

—A joint meeting of the Eastern Art Teachers' Association, the Eastern Manual Training Association and the Western Drawing and Manual Training Association will be held at Cleveland, May 8-11, and bids fair

to eclipse in attendance and interest any similar meeting ever held in this country. The program is unusually strong in that it is sufficiently diversified to touch most of the subjects connected with both drawing and manual training. This meeting will prove a rare treat to all who are interested in these important subjects.

—Supt. J. T. Tuttle, of Washington C. H., has been re-elected for a term of two years, which stamps his work with approval. No man in Ohio is working more diligently or more conscientiously to build up the schools over which he exercises supervision.

—Miss Nettie Strate, of Mt. Vernon, has all the forty-six pupils of her eighth grade enrolled as members of the Pupils' Reading Circle and they are having a good time reading the books. It is easy for those who want to do it.

—Mrs. T. C. Flanegin, of Pomeroy, passed away March 24, and the sympathy of all our readers will go out to the bereaved husband and family in this time of great sorrow.

—The following schools of Ohio have been placed on the accredited list by the North Central Association of Colleges and Secondary Schools: Akron, Bellefontaine, Bowling Green, Canton, Cincinnati, Hughes, Walnut Hills, Woodward, Cleveland, Central, East, Glenville, Lincoln, West, Columbus, Central, East, North, South, Chillicothe, Coshocton, Dayton, Delaware, East Cleveland, East Liverpool, Elyria, Findlay, Fostoria, Fremont, Gallipolis, Greenville, Hamilton, Hillsboro, Ironton, Kenton, Lakewood, Lancaster, Lima, London, Mansfield, Marion, Middletown, Mt. Vernon, Newark, New Philadelphia, Oberlin, Oberlin Academy, Oxford College



Academy, Painesville, Piqua, Portsmouth, Salem, Sandusky, Sidney, Springfield, Steubenville, Toledo, Troy, Van Wert, Warren, Washington C. H., Willoughby, Wooster, Xenia, Youngstown, Zanesville.

— Prof. W. H. Critzer, of Galion, with a chorus of two hundred high school pupils and noted soloists from abroad gave the Oratorio "Elijah" April 5. These musical events have become a prominent feature of school life in Galion, and under the direction of Prof. Critzer they are never less than excellent.

— Owen Wister has written a little book entitled "How Doth the Simple Spelling Bee" which is published by the Macmillan Co. It is not to be taken too seriously, but can well be taken as a tonic. Here is a stanza of the song which all the Simplifiers sing:

"My spelling, 'tis of thee,  
Sweet land of spelling bee,

Of thee I sing.

Land of the pilgrims' pride,  
Land where my fathers dide,  
For spelling simplifide,  
Let freedom ring."

—A line dropped out of J. Warren Smith's article in our April number which rendered the paragraph incongruous. This will be found on page 179, and should read as follows: "The distance of the flash in miles is approximately equal to one-fifth of the number of seconds between the flash and the thunder. The number of people killed by lightning each year in the United States averages about 300." We are very glad to state that the genial printer who lost the line was not one of the 300, whatever Mr. Smith's feelings were at the omission.

— Supt. R. W. Solomon has been

quite ill for some time and has been granted a leave of absence for the remainder of the year. He has been re-elected for two years at a goodly increase of salary. He will recuperate on the farm near Tiffin, and during his absence Prin. H. O. Bolich will act as superintendent.

— Supt. S. C. Morton and Prin. J. H. Beeson, of Pleasant Hill, graduated a class consisting of three girls and two boys April 25.

— Prin. F. D. Tubbs, of the Marion high school, will relinquish his present position at the end of the year as he expects to do advanced work in an Eastern college next year.

— The Darke County Teachers' Association held their last bi-monthly meeting at Greenville on March 9, and to say that it was one of the very best meetings held for some time is putting it in a mild form. Prof. J. J. Marty, of the Greenville high school, instructed in the subject of botany, and Prof. J. G. Park, of Ada, gave, as he always does, two of those excellent addresses which one never should miss hearing. A large crowd of teachers were in attendance. The O. T. R. C. is booming up to nearly 140 members, and the secretary, R. B. Stamm, thinks he can increase the enrollment to 150.

— Supt. C. T. Coates, of Pomeroy, resumed work early in April after a prolonged siege of typhoid fever and was accorded a most enthusiastic welcome by teachers and pupils. His hosts of friends everywhere will be glad to learn this good news.

— Supt. P. D. Amstutz, of Pandora, has resigned his position after long and faithful service and Prin. C. D. Steiner has been elected his successor.

— We are pleased to present to our readers a cut of Supt. N. E. Hutchinson, of Kenton, who was elected to the presidency of the Northwestern Ohio Superintendents'

for the place and their judgment is heartily ratified by the teachers and people of Kenton and by hosts of school men and women all over Ohio who know the man.



SUPT. N. E. HUTCHINSON, KENTON.

and Principals' Association at the recent meeting. He is a man of sterling qualities and has done great things for the schools of Kenton. His recent re-election for a term of three years is evidence that the board of education thinks that he is the man

— The Northwestern Ohio Superintendents' and Principals' Round Table will meet next year at Napoleon. The officers are as follows: President, Supt. N. E. Hutchinson, Kenton; Secretary, Prin. W. F. Shaw, Bowling Green; Executive

Committee, Supt. P. C. Zemer, Napoleon, Supt. E. A. Evans, Chicago, and Supt. J. E. Collins, Fremont.

— Supt. J. F. Young, of Gibsonburg, recently resigned his position to accept a very desirable place in a bank and W. O. Smith, of Fremont, was elected to the vacancy.

— W. D. Wilcox, of Michigan, is the new principal of the Myrtle Avenue building in Youngstown and already shows that he knows what to do and how to do it.

— Supt. R. J. Kiefer, of Upper Sandusky, has been re-elected for a term of three years. He is one of the most progressive men in Ohio and we are glad to see this recognition of his four years of excellent service. The people are to be heartily congratulated upon this re-election.

— Supt. F. B. Dyer, of Cincinnati, has been re-elected for a term of four years at a salary of \$6,000. It needs to be said again and again that he has worked marvels in the schools over which he presides and that because he has a cool head, a warm heart, and great capacity for work. There is no semblance of exaggeration in the statement that he inspires every teacher in the corps and they know he is their friend.

— Supt. Chas. S. Bunker, of Lewisburg, graduated a class of six April 20. Literature and agriculture were conspicuous on the program. Dean H. C. Minnich gave the class address and the Modjeska Male Quartette of Springfield furnished the music.

— The American Book Co. recently issued a Composition-Rhetoric by Dr. Thomas C. Blaisdell, price one dollar. This book, the embodiment of the author's own method of teaching, is fresh and interesting in character, simple and suggestive,

stimulating and inspiring. It furnishes the pupil with models from the master writers, which are analyzed to show how they appeal to the feelings, and why they obtain the results intended by the author.

— One enthusiastic superintendent suggests that we ought to have at least two thousand memberships to the Ohio Teachers' Association. All right, Brother. We can't find it in our heart to raise any objection. How many of these will you get?

— Commissioner Jones has issued the Institute circular, giving names, dates and places for the annual institutes and we notice that the schedule is well-nigh complete. There are vacant spaces opposite the names of only a few counties.

— Supt. O. O. Vogenitz, of Ada, graduated a fine class of twenty-five April 25, of whom twenty-two took the Latin course and three the English course.

— Hon. E. A. Jones gave the address at the laying of the cornerstone of the new central school building at Mingo Junction, April 20. The occasion was a memorable one because of the deep interest in the event by all the people and Supt. Wilson Hawkins has every reason for gratification.

Supt. J. A. Runyan, of Fairfield, Miss Mary Wilgus, of Xenia, and J. H. Synder, of Columbus, were the speakers at the Greene Co. meeting, April 13. Harry Stake, of Bellbrook, regaled the teachers with good music.

— Supt. L. C. Brown of Jersey is having elections enough to make an ordinary man dizzy. Close upon his re-election at Jersey at \$95 a month comes his election at Johnstown at \$1,000.

—Supt. E. A. Hotchkiss of St. Mary's has been elected at Ashtabula for a term of four years at a salary ranging from \$2,000 the first year to \$2,400 the fourth. This election is a high compliment to the man and to his record as a superintendent, a compliment that is richly deserved. He is not only one of the coming men

matters of principle. He has courage to take hold of difficult situations and patience to continue to the end. He is a high-grade school man and we most heartily congratulate him upon this well-merited recognition.

—"From Trail to Railway" is the title of a book by Prof. Albert Perry



SUPT. E. A. HOTCHKISS, ST. MARYS.

but he has actually arrived. His record is clean and inspiring. He is keenly alert to all advance movements but is never spectacular. He is willing to be obscure if only by that means he may exalt the schools over which he presides. He is genial and kindly in his relations to teachers and pupils but firm as a rock in

Brigham and published by Ginn & Co., Chicago.

This volume is designed to aid the study of American history and geography in the upper grades of grammar and first year of high school. It gives the story of the great roads across the Appalachians.—where they are, why they run as they do, and

what their history has been. The evolution from Indian trails to modern rapid transit is studied in the Berkshires, along the Hudson and Mohawk, across the uplands from Philadelphia and Baltimore, and through the Great Valley of Tennessee and Kentucky.

— Supt. Frank E. Wilson of Continental has been elected to the superintendency at Mt. Sterling. He is one of the coming young school men in Ohio and that accounts for the fact that he is in demand.

— Miss Lola Allison of Steubenville is one of the best primary teachers to be found anywhere. She is wide-awake, resourceful, and genial and never fails to win the hearts of the children. Some superintendent will be offering her a higher salary one of these days.

— Wellington has enrolled 160 tuition pupils this year and the tuition receipts exceed \$2,000. This is a great tribute to the efficiency of the schools and speaks eloquently for Supt. R. H. Kinnison and all his teachers.

— Dr. J. J. Burns is a man of far more than ordinary intelligence and keenness and it is not easy to catch him napping. But the cut of the "Book-shed" in our April issue accomplished the unusual. Not till he saw it did he know that any such thing was contemplated and, of course, the surprise was complete. His daughter and Supt. F. E. Reynolds are the arch-conspirators.

— Supt. J. W. Wyandt, of Bryan, in his three years at the head of the schools has seen the high school grow from 86 to 168 and it is still growing.

— The Ohio State Association of School Board Members on March 29, elected the following officers for the

ensuing year: President, J. C. Gibbons, Akron; Vice-Pres., B. Schlesinger, Xenia; Secretary, James A. Williams, Columbus.

— L. J. Shafer of Paulding, has been a regular subscriber for the MONTHLY for thirty years and says he isn't tired yet.

— The Eastern Ohio Teachers' Association at the last meeting ordered that one hundred dollars be paid into the hands of the Committee on Taxation of the State Association to help defray expenses. This is an evidence of the great interest in the work of this committee and its report is awaited with eagerness by the teachers of Ohio.

— The spring number of "Every Day Plans" is at hand and we find it a rich mine of suggestions to the teacher. It does not do the work for the teacher but gives a wealth of material that the enterprising teacher will find of great value. There are two songs by A. J. Gantvoort, and pictures and poems in great profusion. Single number 40 cents, four numbers \$1.50.

— Prin. O. P. Voorhes of Oylor School, Cincinnati, has had all sorts of vicissitudes. His building was partially destroyed by fire March 19, and although soaked and singed he kept "in the ring" and never dropped a stitch. Emergencies test the man.

— The Jefferson Co. teachers held a good meeting at Steubenville, April 13. The music was led by Supt. E. M. Van Cleve, who is ever ready with hand, head, and heart to help along. The program included "The Teacher's Mission," by Ollie Weldon, Bloomingdale; "How to Teach Geography," by W. M. Hannum, Irondale; "English in the High School," by Miss Bessie Parrett,

Smithfield, and "The Teacher's Aim," by Miss Winifred Williams, of Steubenville. O. E. Binckley is president, Miss Lola Allison, secretary, and Prin. W. H. Maurer treasurer of the association.

— The Paulding County hosts met at Oakwood, March 30, in such numbers as to put a premium upon standing room although Supt. L. F. Chalfant had made the best arrangements possible. The speakers were Supt. O. F. Carpenter of Melrose, Miss Joy Ridenour, Supt. F. E. Wilson of Continental, Supt. Chalfant of Oakwood and F. B. Pearson of Columbus. Music was furnished by the pupils of the local schools.

— Supt. W. A. Sellars of Payne will spend a part of his summer vacation in a tour of the West. He will visit his son in Los Angeles and attend the N. E. A. meeting in July.

— Prof. Harry Lee Bland of Barnesville is available for music at commencements and his work is always high grade.

— J. H. Snyder, of the school commissioner's office, is busily engaged in making ready the Ohio school exhibit for the Jamestown exposition, and it is safe to say that Ohio people will find that it is altogether worthy. Some hints in advance warrant the statement that the exhibit will be out of the ordinary.

— The Northwestern Ohio Superintendents' and Principals' Round Table met at Kenton, April 5 and 6, and had a meeting of unusual interest. Supt. Hutchinson and his teachers and pupils had every arrangement made in advance for the comfort and convenience of the visitors and they were made to feel at home from the minute of their arrival. The discussions were spirited and profitable.

Supt. J. W. Zeller presided and "got there with both feet."

— The following Ohio people attended the meeting of the North Central Association of Colleges and Secondary Schools at Chicago, March 29-30: Prin. and Mrs. Edward L. Harris, Cleveland; President Henry C. King, Oberlin; President Emory W. Hunt and Prof. H. Rhodes Hundley, Granville; President Guy Potter Benton and Prof. Arthur G. Hall, Oxford; Prof. J. V. Denney, Prof. W. W. Boyd, Prin. C. D. Everett, M. N. Parker, Prin. F. B. Pearson, Columbus; Secretary Geo. M. Jones and Prof. Chas. E. St. John, Oberlin; Supt. W. H. Elson, Prin. H. H. Cully, Cleveland; President Herbert Welch, Prof. Wm. E. Smyser, Miss Clara A. Nelson, Delaware; Prof. Frank W. Ballou, Cincinnati.

— Supt. N. H. Chaney, of Youngstown, is making large plans for next year. He hopes to make a trial of manual training in the upper grades and hopes, too, to add \$10,000 to salaries of teachers. "The world do move."

— At the Kenton meeting, April 5 and 6, Supt. Hutchinson gave out souvenir programs which were artistically decorated in colors by the little people in the schools — a beautiful reminder of a pleasant event.

— Supt. J. W. Zeller, of Findlay, has discarded his crutches and now perambulates the mundane sphere on all twos, having been fitted out with an artificial limb. His general health was never better and when he grows accustomed to the new member he will be little short of an athlete.

— Miss Cora Strickler, of the Corning schools, saved the life of a little girl, May Hearst, in her school

April 12 by extinguishing her burning clothing. Nowhere on her certificate can be found a grade in self-control or courage, but these qualities in this one crisis were of far more value to the community than all the salary they pay her for a whole year. We congratulate the people upon having such a teacher.

— The Steubenville schools will close June 14 with a graduating class of about 22. The class will give "She Stoops to Conquer" as one feature of commencement week and their fine auditorium is admirably adapted to such exercises. Dr. Guy Potter Benton will probably give the address.

— Dr. Albert Leonard, who has for the past five years been a member of the educational department of Houghton, Mifflin & Co., at 4 Park street, Boston, has been elected superintendent of schools at New Rochelle, N. Y., one of the most attractive positions of the kind in the East. New Rochelle is a wealthy and rapidly growing suburban city of Greater New York, with a board of education made up of prominent professional and business men of New York City. Dr. B. E. Smith, the editor-in-chief of the Century Dictionary, is one of the members of the board. Dr. Leonard will continue his editorship of the Journal of Pedagogy, which will probably be published in New York City.

— Prof. A. M. Sawyer succeeds Prof. J. E. McMullan as the head of the liberal arts department of Scio College. He is a graduate of Ohio Northern University and Yale, and comes to Scio from his studies at Chicago University.

— By a curious mistake in our April number we attributed to Governor Harris a fine sentiment that

was really uttered by Hon. A. P. Sandles. But, the fact is that the world improves so rapidly that one can not tell a Republican from a Democrat. Governor Harris would have said what we quoted but "Put" Sandles got there first, which is getting to be a habit with him.

— Supt. J. E. Yarnell and Prin. O. K. Probasco have both been unanimously re-elected at Versailles, Darke county. This year finishes Mr. Yarnell's fourth year as superintendent, and his election meets with the hearty approval of the school patrons, while Mr. Probasco finishes his second year as high school principal. Surely the people of Versailles and the enterprising board of education of that city know when they have good men at the head of their schools.

— The Jefferson County Teachers contributed a noble fund April 13 to provide flowers for the sick-room of D. W. Matlack and, thereby, showed the high esteem in which he is held by all the teachers in that section. Flowers will go to his room from time to time, and he will be continually reminded that a teacher's rewards do not all come in the form of salary.

— Supt. Wilson Hawkins, of Mingo Junction, will graduate a class of thirteen May 17. They have a term of nine months, but vacations are made short that the boys may have opportunity to learn the value of earning something by working with their hands during the summer vacation.

— At the Kenton meeting the pupils of the high school furnished delightful music, choruses and quartets that lent a charm to the evening program. Miss Bessie Wayne conducted the choruses in a manner

that showed that she is complete mistress of the situation, and that she has the full confidence of the boys and girls. The entire musical program was very artistic.

— This is May. Last June Earl Kinsey graduated from the Bucyrus high school. In October he went to Columbus and secured a position with the Jeffrey Manufacturing Co. At the same time he entered the Bliss Business College, on a scholarship obtained from the MONTHLY. He is now a graduate in shorthand and type-writing, and his salary has been advanced to \$600 a year. All this in less than a year.

— The tenth annual convention of the State Association of School Board Members, held in Columbus, March 28th and 29th, was only fairly well attended. Two of the prominent speakers announced — Judge Black and Attorney General Ellis — failed to appear. As a rule the papers and discussions were strong presentations of the subjects under consideration. Among the best, were Manual Training in Elementary Schools, by President W. O. Thompson; Adoption of Text-Books, Supt. H. S. Piatt; Discussion of School Revenues, Hon. S. D. Shankland; Moral Training, Rev. Wm. Smith; and Supervision of Rural Schools, Hon. Horace Ankeney. Mr. Ankeney's remark that his notes were not a "paper," but some *thoughts* on the subject, brought forth a round of hearty applause.

— Supt. John T. Omlor, of Coldwater, has 260 pupils enrolled in his schools, with six teachers to do the work. He has introduced a complete course of study, including music; also a second grade high school with twenty ambitious first year pupils. Mr. Omlor was re-elected with an in-

crease in salary from \$75 to \$85 a month for nine months. He has done great things for the schools and this re-election shows the high esteem in which he is held.

— Supt. D. A. Ferree, of Martinsville, has resigned his position and will enter Ohio Wesleyan University in June for a year's work. Mr. E. L. Hatton, principal of the South Building in Wilmington, has been elected at Martinsville, and all other teachers there were re-employed.

— The Massachusetts Board of Education has issued a booklet entitled "Medical Inspection," which is made up largely of suggestions to teachers in regard to disease symptoms in children, with special reference to such symptoms as should be reported to the physician. It would be well for all schools if this document could have wide circulation. The address of the Board is Boston, Mass.

— The officers elected for the coming year at the recent meeting of the Western Ohio Superintendents' Round Table are as follows: President, Supt. C. B. Rayburn, Port William; Chairman Ex. Com., Prin. Lee A. Dollinger, Sidney; Secretary, Hon. W. H. Meck, Dayton; third member of Ex. Com., Supt. J. R. Beachler, Eaton.

— The editor enjoyed a three days' visit to Youngstown, April 11 to 13. The forenoon of the first day was spent in visiting the Rayen High School under the direction of Principal Wells L. Griswold and his faculty of twenty assistants. The pupils number 600, and make as enthusiastic an audience as any one could wish to talk to. Evidences of good work were seen on every hand. In the afternoon calls were made, in



company with Supt. Chaney, upon Supt. F. J. Roller, of Niles, the only known schoolmaster who makes his daily round in a fine automobile of his own, and Supt. C. E. Carey, of Warren, with whom we spent an hour in a most pleasant manner. The second and third days were devoted to the City Teachers' Institute, the opening exercises of which were marked by the first appearance of the High School Glee Club, under the direction of George P. Chatterton, teacher of Mathematics. It is needless to state that they were accorded a hearty reception. Modesty forbids the only speaker of the Institute from writing at length of its session, but it is only justice to state that the audience, composed of the entire corps of teachers and many of their friends, was so cordial and attentive as to make the experience of talking to them a very delightful one. All teachers and principals seem to be of one mind in their zeal and enthusiasm and, under the sympathetic supervision of Dr. Chaney, are working out the daily school problems which arise with earnest purpose and wise discretion. The fact that more O. T. R. C. books have been sold in Youngstown the past year than in any other Ohio city tells its own story of interest and devotion on the part of the teachers.

— L. S. Ivins has been elected superintendent of Turtlecreek township, Warren county, schools. There are fourteen teachers under his direction. Mr. Ivins is well equipped for this position, and we congratulate teachers, parents, and patrons upon their good fortune.

— A large number of teachers assembled at Sabina on Saturday, April 13, for the third bi-monthly meeting of the Clinton County Teachers'

Association. The morning session was devoted to a round table discussion of "Examinations and Promotions," conducted by Supt. D. A. Ferree, of Martinsville. In the afternoon there were three addresses. Mr. Chas. A. Ward, of New Antioch, spoke on "The Rural School." Supt. J. J. Richeson, of Lee's Creek, read an excellent paper on "Some Do's and Don't's for Younger Teachers." Supt. J. L. Cadwallader, of Mason, Warren Co., gave an interesting address on "National Delusions." This address was scholarly and instructive, and very profitable to a body of teachers. The pupils of the Sabina schools and of Wayne Township pleasantly entertained the association with several well rendered numbers of music.

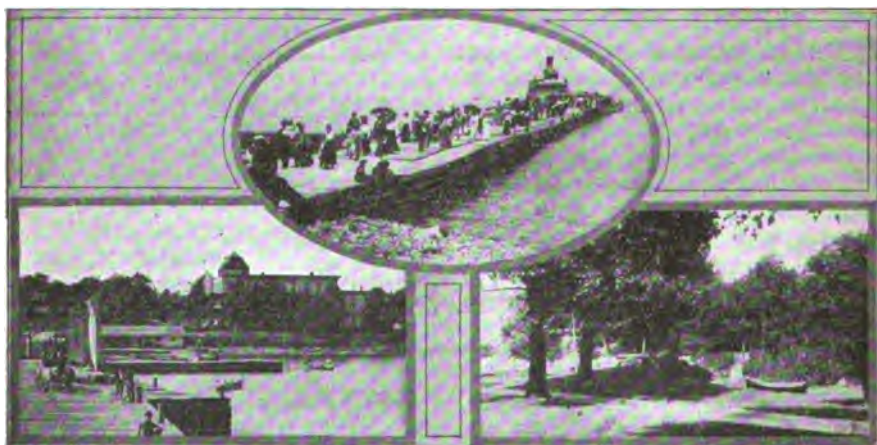
— Supt. R. A. Elsey, of Jerome, graduated two boys and two girls April 23. The diplomas were conferred by E. E. Herriott, president of the board, and the class address was given by Rev. F. M. Evans, of Plain City.

— The teachers of Shelby county met at Sidney April 20, when the following program was given: "Supervision," B. L. Grillicot; "Centralization," W. L. Sturm; "Patterson Examinations," Miss Donna Russell; "Elementary Agriculture," Prin. Lee A. Dollinger; "School Legislation," Hon. W. H. Meck; "Reading," Mrs. Frances G. Richard. Music was furnished by C. O. Stiles and Miss Anna Johnson.

— Supt. S. M. Sark, Miss Eva Durrett, Miss H. Farnah Warner, and Prof. J. R. Taylor of Ohio State University were the speakers at the meeting of the Pickaway County teachers at Circleville, April 20, and there was not a dull number on the program.

—Supt. O. H. Magly, of the Lakeside Assembly, is doing yeoman service in arranging for the profit and pleasure of the crowds of people who year by year flock to that hospitable resort. The program will be better than ever and that is saying a great deal. The breezes will be just as cool and refreshing and the waters of the lake just as inviting. At the close of the Put-in-Bay meeting teachers could spend a few days, or weeks, at Lakeside scaling the very summits of enjoyment. Each year

was difficult, but the end justified the effort. Some of these men have crossed over, but many of them remain with us, enjoying the great honors that have crowned their noble deeds. There are six rows of these faces and six in each row. In naming them and giving the positions they held in 1878, we begin at the left and name in order the six in each row. *First row*, John B. Peaslee, Supt. Cincinnati; Samuel Findley, Supt. Akron; E. F. Moulton, Supt. Warren; Wm. Richardson, Supt.



VIEWS AT LAKESIDE.

many teachers spend a part of their vacation there and find it a positive delight. There is nothing wanting to make it an ideal summer resort, and Supt. Magly is ever alert to minister to the comfort, pleasure, and profit of all his many guests.

— On February 15, 1878, the New York *Daily Graphic* published a full page containing thirty-six cuts of leading educators in Ohio. A copy of this paper recently came into our hands and we have reproduced the page of cuts for this issue. The work

Chillicothe; W. W. Ross, Supt. Fremont; B. B. Hall, Supt. Tiffin. *Second row*, E. W. Coy, Prin. Hughes High School, Cincinnati; Geo. W. Harper, Prin. Woodward High School, Cincinnati; J. B. Chickering, Prin. Chickering Institute, Cincinnati; W. H. Venable, Professor in Chickering Institute; Andrew Knell, Prin. Cincinnati Normal School; T. M. Dill, Prin. Twentieth District, Cincinnati. *Third row*, D. H. Moore, President Cincinnati Wesleyan College; H. S. Doggett, Supt.



PROMINENT EDUCATORS IN OHIO IN 1878.

Hillsboro; Geo. W. Welsh, Supt. Lancaster; J. J. Burns, State Commissioner of Common Schools; F. M. Hamilton, Supt. Bucyrus; G. W. Walker, Supt. Lima. *Fourth row*, U. T. Curran, Supt. Sandusky; Wm. Hoover, Supt. Bellefontaine; R. McMillan, Supt. Youngstown; Geo. S. Ormsby, Supt. Xenia; C. W. Oakes, Supt. Norwalk; J. W. Dowd, Supt. Troy. *Fifth row*, Alfred Holbrook, President Normal School, Lebanon; M. S. Campbell, Supt. Portsmouth; A. J. Rickoff, Supt. Cleveland; Joseph Welty, Supt. New Philadelphia; A. E. Burnett, Supt. Penmanship, Cincinnati; W. D. Henkle, editor OHIO EDUCATIONAL MONTHLY. *Sixth row*, R. W. Stevenson, Supt. Columbus; Thos. W. Harvey, Supt. Painesville; M. R. Andrews, Supt. Steubenville; John Ogden, Prin. Normal School, Worthington; J. C. Hartzler, Supt. Newark; John Hancock, Supt. Dayton.

— Supt. Alvin Dille, of Albany, graduated two girls and two boys on the evening of May 1. Commencement week included a reception at the home of the superintendent, a reception by the Juniors and a baccalaureate sermon.

— Supt. Wm. J. Dum, of Crawfis Institute, has severed his connection with school work and goes to his farm near Clearport. He taught four years each at Junction City and Amanda and this closes his twelfth year at Crawfis. He has done a good work for education in Ohio and can look back upon his professional career with great pride. All our readers will wish for him many years of success and happiness in the new walks of life. After twenty years of service he will not forget the schools.

— Supt. E. F. Warner and Prin. H. C. Bates of Bellevue will gradu-

ate a class of twenty-nine, June 10. Of these, seventeen are girls and twelve, boys.

— W. E. Kershner, Business Manager of the O. T. R. C. has been re-elected and every member of the Circle will be pleased. He has done his work well and faithfully and has helped to make this work more popular than ever. Next year he hopes that the number of readers will be fully 12,000 and that number ought certainly to be reached. His work is onerous but he does it with a smile and rejoices at every success of the Reading Circle. He is very desirous that the pupils shall become more deeply interested in the good things provided for them and his earnest work ought to meet a hearty second on the part of all our teachers.

— The Preble County teachers had a great feast at Eaton, April 13. Miss Florence K. Weber, of the Eaton schools, conducted a language recitation with the primary pupils; Supt. C. W. Cookson of Troy spoke on "The Ethical Element in School Poetry"; Supt. I. N. Keyser, of Urbana, on "The Language Arts," and Supt. L. C. Dick of West Jefferson, on "Some Other Things." Music was furnished by the pupils of the Eaton high school and by the Misses Ludy of West Alexandria, and, altogether the day was most delightful and profitable.

— The Fifty-ninth Congress made appropriations for the Bureau of Education as follows: For the fiscal year ending June 30, 1907, \$173,190, and for the year ending June 30, 1908, \$275,250. The increase is due to an appropriation of \$100,000 "for the support, maintenance, construction and rental of additional day schools in Alaska, for the Eskimos, Indians, and other natives."

— Supt. W. T. Trump of Miamisburg has been re-elected for a term of three years with a salary of \$1700 for the first two years and \$1800 for the third. He has been somewhat handicapped by ill health this year, but, in spite of this, has shown himself master of the situation and has won the board of education and the

the high school at Arcanum three years. Then he was superintendent at New Bremen two years and at South Charleston three years. His course has been steadily upward and his leaving has always been a source of deep regret to the people he was serving. His success at Miamisburg was a foregone conclusion, and the



W. T. TRUMP, MIAMISBURG, O.

people. He does a day's work each day and works with that degree of earnestness that makes others feel his presence and his superb enthusiasm. He is always trying to satisfy himself which is ever the desire of the true artist. Supt. Trump graduated at Otterbein in 1901, after teaching in rural schools seven years and in

better people came to know him the more highly will they esteem him.

— Supt. V. T. Sheets and the teachers of Radnor have been instrumental in securing a piano for the schools, and have exercised no little ingenuity and enterprise in raising the necessary funds.



— Dr. W. O. Thompson delivered the address at the exercises attending the formal opening of the remodeled and enlarged high school building at Napoleon, April 18. The completion of this building is a distinct triumph for school interests and marks an epoch in the educational advance of that thriving city. Supt. Zemer, the teachers, the pupils, and the people are all to be congratulated upon their possession of such a commodious and well equipped building.

about 2,000 people to see the exhibits that sixty-four colleges had sent in response to invitations. Parents had opportunity to investigate catalogues of the various institutions, as well as pictures of buildings, grounds, and other externals. There were stereoptican views of Chicago University and Harvard and in the evening President Charles F. Thwing gave an address on "The Place of Colleges." Photographs of the various exhibits will be sent to the James-



NEW HIGH SCHOOL BUILDING, NAPOLEON.

— Prin. Lewis S. Hopkins of the Massillon high school has an article on Ferns in the *Fern Bulletin* published at Joliet, Ill. He has had reprints made and will be glad to send a copy to any teacher of botany who will send him a two-cent stamp for postage.

— Prin. B. U. Rannels and the teachers of East High School, Cleveland, set apart April 12 as "College Day" and the occasion brought in

town Exposition. It was a novel plan to inculcate college sentiment and was successful beyond anticipation.

— Prin. F. M. Garver of the Academy High School, Gallipolis, has been elected to a like position in the high school at Ithaca, N. Y., which enrolls 700 and has a graduating class this year of 100. The *Daily Journal* of Gallipolis makes the following laudatory comment:

"While congratulating Mr. Garver upon his well deserved promotion, we cannot but bewail our own misfortune in losing the best principal our school has ever had. During his administration there has been a radical change in the attitude of pupils toward school and their work and it will be difficult to find a successor of equal merit."

— The *Tuscarawas Herald*, of Canal Dover, has a good write-up of the schools from which we are pleased to extract the following: "The present corps of teachers, both in the high school and in the grammar and primary grades is made up of excellent material both in point of educational qualifications and teaching ability. The teachers have been attentive strictly to their duties and the results are shown in the work secured from the pupils. The superintendent who has charge of the work is to be congratulated upon the success of his efforts to secure the best from his teachers."

— State Librarian, C. B. Galbreath, has a noble lecture on La Fayette which every teacher of history in Ohio ought to hear. It would prove a most interesting feature for an evening at the county institute, and teachers and citizens alike would be greatly profited by hearing it.

— J. H. Snyder, of the Commissioner's office, and Prof. Geo. W. Knight, of Ohio State University, spent several days at Jamestown in April, making final arrangements for the school exhibit from Ohio.

— The case of Piatt *versus* Sharkey in *re.*, tardiness has advanced to a critical stage. At Van Wert, for the month ending March 15, out of more than 54,000 possibilities for tardiness, there were but 14 actual cases, or less than one in 3,800, which is

one-thirty-eighth of one per cent. For the month ending April 12, there were but 13 cases out of the same number of possibilities. We are getting nervous, but still have strength to say that it is Coshocton's next move.

— The orders for extra copies of the April MONTHLY came in by tens, twenties, and fifties, so that it became necessary for us to print a second edition. Our readers all over Ohio seemed to find so much that was helpful that they wanted their friends to have a place at the table and enjoy the feast. To such a course we can not, in all conscience, offer a single objection.

— On April 19 the high schools of Lima and Findlay debated the question of abolishing the present jury system. The judges were Supt. R. J. Kiefer, Upper Sandusky; Prin. W. F. Shaw, Bowling Green; and Prin. H. H. Frazier, of Tiffin, who rendered a decision in favor of Findlay.

— We are under special obligations to D. W. Matlack, of Steubenville, for his courtesy in furnishing us the copy of the *Graphic* from which the full page cut of prominent school men of Ohio in 1878 was made.

— Prof. F. Treudley, of Ohio University, gave the class address to the eight graduates of Crawfis Institute April 25, and the Glee Club of the Lancaster high school furnished the music. There were six boys in the class and two girls.

— Prin. Geo. H. Lapp and Assistant Wm. B. Fletcher, of Licking Tp. high school, graduated three boys and three girls at Nashport, April 26. Prof. F. P. Bachman, of Ohio University, gave the address of the evening.

— Prof. W. W. Boyd has been elected Dean of Teachers' College which will be opened at the beginning of the next school year as a new department of Ohio State University. This position comes to him absolutely

this position as head of a college whose primary function is the training of teachers for high school and college work. He has pronounced ability as an organizer and this will serve him well in his new position.



PROF. W. W. BOYD.

unsought but rather as a fitting testimonial of his efficiency as High School Visitor. This work has made him thoroughly conversant with the needs of the schools and the teachers, as also with their opportunities. This knowledge admirably fits him for

He has courage, also, of a high order and this he will need in meeting the difficulties incident to his new work. His work will be that of a pioneer so far as Ohio is concerned but the arduous task that now confronts him will be made lighter by the knowledge



that he has the confidence and sympathy of the great body of Ohio teachers who have come to realize that such a college is needed at this time. Being a public school man he knows that side of the subject and his experience in college work in recent years has given him the requisite knowledge of the college side. All these things, added to his sterling qualities of manhood and perseverance in right directions fit him admirably for the position.

— Supt. C. W. Cookson, of Troy, has been re-elected for a term of three years at \$1,800, \$1,900, and \$2,000. This action of the board of education occasions no surprise to those who know the man and his work. He took hold of the work there last September in a way that marked him master at once, and the people were quick to see his worth. There is no alloy in his make-up, but all pure gold. He does not shirk or shift responsibility but meets it with manly courage and perseverance till the work is done. The people of Troy are to be congratulated upon having the question of schools so happily settled for the next three years.

— Wayne and Stark counties held a joint meeting at Massillon April 27, Supt. J. K. Baxter presiding. Excellent music was furnished under the direction of Miss Kathleen Brosnan, of Massillon. Miss Margaret King, of Wooster, conducted a round table of vital topics to the satisfaction of all. The other speakers were Prin. L. S. Hopkins, Massillon; W. F. Gilmore, Canton; Miss Emma G. Kratsch, Massillon; and F. A. Snell, Canton.

— Pleasant Ridge school held a Parents' Day April 19, with a fine exhibit of the work of pupils. In

the course of the afternoon and evening four informal addresses were given on live topics by the following live people: Miss Mary E. Weber, Miss Charlotte Ullrich, Frank M. Ballou, and Supt. S. T. Dial. It was a great occasion both for the people and the schools.

— Supt. C. R. Titlow, of Bellbrook, has been re-elected for a term of two years at an increased salary, to superintend the work of Sugar-creek township, Greene county. Mr. Titlow is an earnest worker and has the hearty co-operation of the entire township. During the two years he has been in the township he has done much towards the advancement of both the High School and the rural district schools. The salary of the district teachers was increased for the ensuing year, making the maximum salary fifty-two and one half dollars per month.

— Prin. C. C. McBroom, of the East Building, St. Marys, has been elected to the superintendency to succeed Supt. Hotchkiss. Prin. McBroom was an applicant for the position when Mr. Hotchkiss was elected, but as soon as the contest was settled he entered heartily and loyally into the plans of the superintendent and has ever been one of his staunchest supporters and friends. This fact was known to the board of education, and did much to emphasize his eminent fitness for the superintendency. The MONTHLY extends to Supt. McBroom heartiest congratulations and best wishes for pronounced success.

— Prof. L. W. Philson of Racine sits in darkness mourning the mother of his children, the companion of his life, and the light and warmth of his home. Lonely he sits but many hearts go out to him in kindest sympathy.

— Prof. Wm. J. Dum, a cut of whom we present, attended Notre Dame University five years, receiving the M. A. degree in 1873. Later on he received the degree of Ph. M. from Mt. Hope College. In 1877 he began teaching. In 1887 he was honored with a ten-year state certifi-

children living, but they are at one in work and spirit and to both of them life is sweet and the world is good.

— We are advised that the itinerary of the train to be known as the Ohio and Indiana N. E. A. Special,



PROF. WM. J. DUM.

cate. He was county examiner seven years in Fairfield county. He was married to Miss Fannie Spickler in 1880 and she has been a tower of strength during all these years, sharing his burdens with heroic spirit and helping every day to increase the number of his joys. They have no

is now ready for distribution, and teachers and friends contemplating the trip should send for a copy. It gives a good brief description of a transcontinental trip and, as arranged, will afford the greatest opportunities for sight seeing. The entire train stops for a whole day each

at Denver, Colorado Springs, and Manitou, and Salt Lake City, and two hours at Glenwood Springs.

The schedule also provides for daylight ride through the Royal Gorge, over Tennessee Pass, and through the Rocky Mountains. In fact nothing has been omitted to make the trip a most pleasurable and profitable one.

Trains will leave Chicago at 10:30 P. M. Monday July 1, reaching Los Angeles at 5:30 P. M., Sunday, July 7th. It will be provided with the very best of Pullman Tourist and standard Sleeping cars, and will be personally conducted. You travel with a select party. The route from Chicago is via the Chicago and Northwestern Ry. to Omaha, Union Pacific to Denver, the Denver and Rio Grande to Salt Lake City, San Pedro, Los Angeles and Salt Lake R. R. to Los Angeles. Change of routes returning. For itineraries and illustrated booklets, address,

N. M. BREEZE,  
436 Walnut St., Cincinnati, Ohio.

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#### MR. TEACHER, DO YOU NEED MONEY?

If you need money and are willing to work for it, *we need you*. We know that many teachers are paid salaries inadequate to provide the requisites of a good living, aside from the question of expense during vacation without pay. Do you belong to the class who wish to find more remunerative employment? If you do, we are ready to meet you a little more than half way. We offer an opportunity to you as an ambitious and energetic man to better your condition. You can work as long and as hard as you choose, and your pay will be in exact proportion to your effort. The same diligence and intelligence which brings success in your regular vocation, will win for you much more satisfactory pecuni-

ary reward in this business. Sometimes it is not wise to burn the bridges behind you. Why not try this business during your vacation? Give it a fair and honest test, and we believe that you will soon decide to make a permanent change. It will bring you into contact with the best people. You may choose your own field of work.

For further information address Room No. 216, The New First National Bank Building, Columbus, O.

#### SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO.

June 24, 1907 — August 2, 1907

#### GENERAL INFORMATION

Attendance Statistics:—The attendance of students at the Summer School of Ohio University for the last eight years is herewith shown:

Year..	Men.	Women.	Total.
1899 .....	38.....	23.....	61.
1900 .....	36.....	29.....	65.
1901 .....	45.....	57.....	102.
1902 .....	110.....	128.....	238.
1903 .....	159.....	264.....	423.
1904 .....	194.....	363.....	557.
1905 .....	220.....	430.....	650.
1906 .....	207.....	449.....	656.

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the last week of the term.

In 1906, the students came from all sections of Ohio and represented seventy-four counties of the state. Kentucky, Virginia, West Virginia, Illinois, Pennsylvania, and New York were represented in the 656 names enrolled in the summer of 1906.

**Needs Considered and Courses Offered.**—In arranging the courses of study for the Summer School of 1907, the various needs of *all classes of teachers* and those preparing to teach have been carefully considered and fully provided for. About one hundred courses

are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1907, which will begin June 24th and continue six weeks.

**Faculty.**—A faculty of more than thirty members will have charge of the instruction. Please to note that all the instructors, with one exception, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer Term are thus assured of the very best instruction the University has to offer.

**Selected Work.**—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out *systematically* the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

**Courses of Study.**—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer Term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

**Reviews.**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing for any advanced examination, will find excellent opportunities at Athens.

**Spring-Term Reviews.**—The Spring Term of Ohio University will open Monday, April 1, 1907, and close Thursday, June 20, 1907. On Monday, May 6, 1907, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, and Theory and Practice of Teaching. Instruction in these subjects will be

necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certifying teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1907. Only a *just portion* of the usual term fee of \$5 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes may be formed in Plane Geometry, Elementary Algebra, Elementary Physics, Physiology, Latin, and some other subjects. However, *none of this work is promised.*

**Primary Teachers.**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer Term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially* valuable. *Every teacher* of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

**Home Study.**—Opportunity for *home study* will be offered only to advanced students who will take examinations in the studies so pursued, or otherwise satisfy the professor in charge that the work has been satisfactorily done.

**Expenses.**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. Boarding in clubs, per week, costs from \$2.00 to \$2.25, and at Women's Hall, \$2.75. A student may attend the Summer School of six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy less than this would be required. Applications for rooms should be made before June first, but students

who do not wish to engage rooms in advance will experience no trouble in getting promptly located.

**Ample Accommodations.**—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, *convenient to the University* may be rented for \$1.00 a week, including light, fuel, bedding, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$1.00 each per week.

**Women's Hall.**—Rooms in Women's Hall range about the same as the prices before named. Ladies wishing rooms in Women's Hall should engage them in advance, as such rooms are in demand.

The present building will not accommodate to exceed thirty students. A 40,000-dollar appropriation for a *new building* and a 5,000-dollar appropriation for equipment are now available. The hope is that the new building will be ready for the reception of Summer-School students in 1907. If *this hope is realized* the price of all quarters—old building and new building—owned by the University, will not exceed \$0.75 per week for each student. These two buildings will accommodate at least 125 students. It is probable that the table-board of these students, if present plans can be carried out, will be reduced from \$2.75 to \$2.50 per week. However, *this is not promised*.

**What Athens Can Do.**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer Term of 1906, every student had been eligibly located. Accommodations for at least 250 additional students were available.

**Free Lectures.**—Arrangements have been made for free lectures to be delivered in the Auditorium of the University within the period required by the Summer Term.

**Teachers' Conferences.**—At least six conferences—two hours each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management.

**Ohio School Laws.**—Particular attention will be given to the provisions of Ohio's *new school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**Laboratories, Etc.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*.

**Text-Books.**—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient.

**Range of Studies.**—The following subjects will be taught during the Summer Term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer Term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (two classes), Grammar (two classes), U. S. History (two classes), Algebra (four classes), Public-School Drawing (three classes), Free-Hand Drawing (three classes), Book-keeping (two classes), General History, Physiology, Psychology, Anatomy, Political Economy, Beginning Latin, Caesar, Vergil, Cicero, Advanced Latin, Physics (two classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods, Special Methods in School Studies, Pedagogical Conferences, Political Geography, Commercial Geography, American Literature, English Literature, Preparatory Rhetoric, Shakespeare, Tennyson, Paidology, or the science of the Child (four classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Nature Study, Botany, Observation in Model School, Teaching School, Civil Government, Plane Geometry,

Solid Geometry, Trigonometry, How to Teach Reading, Sight-Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

**Other Branches.**—Arrangements can be made by students attending the Summer Term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed \$5.00* for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**Summer-School Advantages.**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

**How to Reach Athens.**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the state and reach Athens within a day.

**Requests for Names.**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely be *interested* in some line of work presented at Ohio University. The Ohio University

Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**Summer-School Booklet.**—Those interested in the Summer School of Ohio University can secure *free of charge* a handsome Booklet—over 50 pages—giving names of instructors, description of courses of study, schedule of recitations, hours of credit, and other particulars desirable to know, by addressing the President of the University.

**Conclusion.**—The President of the University will cheerfully answer *any questions* teachers or other desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 23, 1906, the total enrollment of different students for the college-year ending June, 1907, will not fall below 1,400. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,

President Ohio University,  
Athens, O.

## UNIFORM EXAMINATION QUESTIONS FOR APRIL.

### THEORY AND PRACTICE.

The first five questions refer to Rational Living by Henry C. King.

1. What is meant by the "voluntaristic trend" of modern psychology?
2. "Axioms are not axioms until they have been done by our muscles." How do you incorporate this principle into the teaching of geometry and physics classes?
3. Why is Matthew Arnold justified in saying that "Conduct is three-fourths of life"?
4. Why, when an improper thought comes into your mind, is it not sufficient for your power of self-control to assure yourself that you will not heed it? On the contrary, what should you do?
5. What lesson is

taught by the illustration of the traveler watching other art pilgrims looking at Raphael's Sistine Madonna? 6. What is meant by reflex action? How does this principle apply to education? 7. What authorities stand behind the teacher in the enforcement of school rules and discipline? 8. Name some of the ways in which your personality will affect the school. 9. Is a teacher's general knowledge of a subject sufficient, or should she prepare separately for the individual recitation? Why? 10. Of what use to the child is play?

### GRAMMAR.

Describing the storm, he told us that the wind, sprung up since nightfall, roared, with a fury he trembled to behold, round the bleak hilltop whose fir trees bent almost double, and, hissing through every crevice of the shaken cottage, escaped, an angry demon, to spend its rage upon the plain below.

The first six questions refer to the selection given above.

1. What kind of a sentence is the above? What is its principal clause? Classify all of its subordinate clauses and tell what word each modifies. 2. Give the syntax of two infinitives. Write all the remaining infinitive forms of each. 3. What classes of adverbs are found? Point out the adverbs under each class. 4. Diagram or analyze that part of the sentence which precedes the word "whose." 5. Find all the different uses of the participle in the selection. 6. Parse *us*, *that*, *double*, *demon*. 7. Give a complete classification of adjectives with examples of each class. 8. Write sentences containing: (a) an adverbial clause of time, (b) a compound participle, (c) a clause subject and predicate, (d) a prepositional phrase used independently.

### ARITHMETIC.

1. A speculator bought 50 shares of stock at 80, and sold them at 88. How much did he gain, brokerage in each case being  $\frac{1}{4}\%$ . \$387.50. 2. If a horse tied to a stake by a rope 7.13 rods in length can graze upon just one acre of ground, how long should the rope be to enable him to graze upon  $6\frac{1}{2}$  acres? 18.18 rods. 3. I bought land at \$30 an acre. How much, per acre, must I ask for it, that I may fall 25% from my asking price, and still make 20% on the purchase money? \$48.00. 4. What

is the fractional difference between  $\frac{1}{680}$  of a hhd. and  $\frac{1}{4}$  of a pint?  $\frac{12}{85}$  pt. 5. On a bill of goods amounting to \$500, what is the difference between a discount of 30% and three successive discounts of 15%, 10% and 5%? \$12.375. 6. In a class examination, 165 questions were submitted to each of the 5 members; A answered 130, B 125, C 96, D 110, and E 160. What was the standing of the class?  $75 \frac{3}{11}$ . 7. Divide \$1596 into parts proportional to  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ ,  $\frac{1}{11}$ ,  $\frac{1}{12}$ ,  $\frac{1}{13}$ ,  $\frac{1}{14}$ ,  $\frac{1}{15}$ ,  $\frac{1}{16}$ ,  $\frac{1}{17}$ ,  $\frac{1}{18}$ ,  $\frac{1}{19}$ ,  $\frac{1}{20}$ . 8. A note of \$1000, dated April 4, 1905, was indorsed as follows: June 1, 1905, \$90; May 5, 1906, \$350. How much is due today, interest at 6%? \$654.93. 9. Do you believe it better for pupils to use an arithmetic with answers or without? Why? 10. Give the units of length, surface and capacity of the metric system.

### ORTHOGRAPHY.

1. Define antonym, ultima, lingual, diphthong, aspirate. 2. Write five derivative words, pointing out and defining the prefixes and suffixes. 3. Give the rule of spelling governing each of the following: moneys, stopping, benefited, genii. 4. Write words illustrating two sounds each for *g*, *n*, and *th*.

5. Write the following: deviate, interment, concession, gossamer, weasel; chargeable, illegible, onyx, paramount, dolorous; affidavit, nasturtium, grievance, niche, truism; bisector, euphony, boredom, millinery, peevish.

### PHYSIOLOGY.

1. State the difference between the veins and arteries as to (a) walls, (b) valves, (c) course of the blood. 2. Name and describe the outer and inner layers of the skin. 3. Name the different kinds of teeth in the permanent set. 4. Give the location of the atlas, femur and sternum, and state their functions in the skeleton. 5. Describe the ribs as to number, attachment and use. 6. What purposes do starchy foods serve in the body? Name five articles of food that contain starch in abundance. 7. Draw a line to represent the curve of the spinal column. 8. How is the brain protected? 9. When should cold water baths *not* be taken? What is the effect of hot water baths on the circulation. 10. Is alcohol to be recommended as a fat producer? Why, or why not?



# UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Give a brief account of an unsuccessful attempt by the English to found a colony in North America. 2. What was the New England Confederation? How long did it exist? 3. Give the purpose and result of Braddock's expedition of 1755. What part did a future president take in the expedition? 4. Who were the leading British and Colonial generals at the beginning of the Revolution? At the close of the Revolution 5. When and how were Washington and Oregon settled? 6. Give a short account of one of the following: The State of Frankland; Shay's Rebellion; the building of the National Road. 7. Explain the formation of the State of West Virginia. 8. What purpose with regard to slavery did Lincoln express at the beginning of the Civil War? How and why did he change this purpose? 9. Explain the method of selecting the president of the United States. 10. Explain the relations which have existed between the United States and Hawaii since 1893.

## LITERATURE.

1. Why did American literature of the Colonial Period contain no writings of a light or humorous nature? Who was the first American humorist? 2. What effect did the Norman Conquest have upon the language of England? 3. Name three of Longfellow's long poems; three of his short poems; two of his prose writings; two of his translations. 4. Discuss each of the following with regard to his relation to politics: Edmund Burke; James R. Lowell. 5. What is meant by "realism" in fiction? 6. Name one American work, together with the name of its author and the department of literature to which it belongs, relating to each of the following: The Dutch in the New World; the superstitions of early New England; the American Indian; early days in California; the negro. 7. What was the nature of the experiment in which Hawthorne participated at Brook Farm? Which one of his books reveals his views with regard to this experiment? 8. What is your favorite novel? How has it helped you? 9. What is an epic poem? What great epic did John Milton write? 10. State one fact of literary interest about

three of the following: Goethe, Plato, Chaucer, Thoreau, R. L. Stevenson.

## GEOGRAPHY.

1. What is the earth's relation to the sun? To the other planets? 2. In beginning geography how would you give the children first ideas of distance and direction? 3. Why do the largest rivers of Ohio run in a southerly direction? 4. Name the most southern point of land of South America, Asia and Africa; the most northern point of land of Europe and Australia. 5. Write of the terminuses and ownership of the following railroads: Trans-Siberian, Canadian Pacific. 6. What are the essential features of a good harbor Name three United States seaports that have good harbors. 7. What and where are three of the following: Westminster Abbey, The Hall of Fame, Mammoth Cave, Simpton Tunnel? 8. By whom was the project of a canal across Panama originally undertaken? 9. Name an island in Lake Erie; in the Irish Sea; in the English Channel; in the Black Sea; in the Gulf of St. Lawrence. 10. What are the political divisions of Central America?

## PUPILS' EXAMINATION APRIL 20, 1907.

### GRAMMAR.

1. What is a phrase? How are phrases classified with respect to use? 2. When is a verb copulative? Redundant? Emphatic? Irregular? 3. Write sentences containing the possessive plural of each of the following: wolf, alto, country, I, you. 4. Give a synopsis of the verb "to sink" in the indicative mode, active voice, first person, singular number; in the infinitive mode. 5. In the following, what part of speech is each of the italicized words: *Not one* of us can tell *what* the *future* has in *store* for him? 6. Write sentences using "that" as an adjective, a pronoun and a conjunction; "there" as an adverb of place and an expletive. 7. What kind of a sentence is the following? Classify its clauses. "*Do not waste* your time by wishing and *dreaming*, but work *earnestly* at whatever you can find to do." 8. Give the syntax of *to do* and *whatever* in the sentence in the previous question. Parse the italicized words in that sentence. 9-10. Write a short letter to the editor of your favorite magazine or paper, telling him why you like the same.

## ARITHMETIC.

.00087

1. Find the value of  $\frac{3}{4}$  of  $\frac{.00087}{3 \quad 7}$   
 $\quad \quad \quad - + -$   
 $\quad \quad \quad 8 \quad 20$

2. A rug 6 yards long and 5 yards wide is placed in the center of a room  $7\frac{1}{2}$  yards long by 6 yards wide. What will be the cost of painting the uncovered floor space at  $\frac{1}{4}$  cents a square foot? 3. If you invest \$3360 in railway stock at 84, how many shares will you buy, and what will be your income if the stock pays 4%? 4. How can you find the area of a circle when its circumference is given? 5. On an average, 5000 copies of a daily paper are sold per day. Reckoning three sheets for each copy, how many reams of paper would be required for use in the present month, not including the Sunday edition? 6. A rope 80 feet long reaches from the base of one building to the top of another building, 30 feet high, on the opposite side of the street. How wide is the street? 7. What is a ratio? A proportion? Make (but do not solve) a problem in simple proportion. 8. Find the cost of 10 planks, each 15 feet long, 16 inches wide and  $3\frac{1}{2}$  inches thick, at \$2.25 per hundred. 9. What sum of money will produce \$1830 in 2 years, 6 months, at 5%? 10. A steamer arrives at London,  $0^{\circ} 0'$  longitude, at 3:30 p. m. The fact is telegraphed without loss of time to Halifax,  $63^{\circ} 35'$  west. What time is it when the message is received?

## ORTHOGRAPHY.

1. Write words containing five of the following:

a, oo, ñ, g, y, o

(10 credits.)

2. Write sentences containing the correct use of the following words: indict, surplus, chasm, tedious, arid. (10 credits.) 3. Write a rule for the use of the hyphen. Which of the following would you write with a hyphen: today, mantelpiece, daughter in law, schoolmate, selfmade? (10 credits.) 4. Define and illustrate prefix, derivative word and dissyllable. (10 credits.)

## UNITED STATES HISTORY.

1. Give the origin of the name Pennsylvania. What led Oglethorpe to found a colony in Georgia? 2. Why

did George III. propose to tax the colonies? 3. Name two services that Benjamin Franklin performed for his country. 4. When was the constitution adopted? Name three prominent members of the constitutional convention. 5. Give two important results of Burgoyne's surrender. 6. Name two accessions to the territory of the United States between 1840 and 1860. 7. How was the question of slavery in Missouri settled? 8. Describe one important battle of the Civil War, giving the year of the war in which it occurred, its locality and result. 9. What were the Alabama Claims and how were they settled? 10. Mention two important historical events of the year 1906.

## PHYSIOLOGY.

1. What are the organs of breathing? 2. Describe the structure of the muscles. 3. Why should all food be thoroughly masticated? 4. Explain how the intestines are concerned in digestion. 5. Trace fully the blood from the aorta to the vena cava. 6. Name the bones of the head. 7. What is the function of the lymphatic circulation? 8. What effect has alcohol upon muscular control? 9. How would you remove a cinder from your eye? 10. What can you say of the healthfulness of milk and ice water as beverages?

## GEOGRAPHY.

1. What resemblance exists between a canal and a strait? Give two examples of each. 2. Describe the climate and rainfall of the states on the Pacific Slope. 3. Locate five cities in Ohio of more than 20,000 inhabitants each, and name one important industry carried on in each. 4. Explain why the days and nights are not always of equal length. At what times of the year are they of equal length? 5. Name ten countries of South America and the capital of each. 6. Give the shortest route of a vessel sailing from New Orleans to Hamburg. 7. Tell what you can of the location and climate of Panama. Why is Panama of interest to all Americans at the present time? 8. To what river system does the Ohio river belong? How far is the Ohio river navigable? 9. Name two Asiatic and one African colony of Great Britain. 10. What and where is each of the following: Hong-Kong, Vesuvius, Puget, Niger, Kingston?

# CINCINNATI PUBLIC SCHOOLS.

Schedule of Annual Salaries Adopted by Board of Education, March 18, 1907:

## 1. Elementary Teachers — Grades 1 to 8, English and German:

Minimum \$600, annual increase \$50, maximum \$1,000.

## 2. Special Teachers in Elementary Schools:

Drawing, Penmanship, Domestic Science, Oral, and Blind: Minimum \$650, annual increase \$50, maximum \$1,050.

Manual Training, Shop-work: Minimum \$900, annual increase \$100, maximum \$1,500.

Physical Training: Minimum \$900, annual increase \$100, maximum \$1,500 — Male. Minimum \$650, annual increase \$50, maximum \$1,050 — Female.

Kindergarten: Directors — Minimum \$500, annual increase \$50, maximum \$750.

Assistants—\$30 per month, Cadets \$10 per month.

## 3. Supervisors of Special Branches:

Drawing, Physical Training, Penmanship: Minimum \$2,000, annual increase \$100, maximum \$2,400.

German: Minimum \$2,100, annual increase \$100, maximum \$2,500.

Music: Minimum \$2,100, annual increase \$100, maximum \$2,400.

Manual Training: Minimum \$1,900, annual increase \$100, maximum \$2,400.

Domestic Science: Minimum \$1,500, annual increase \$100, maximum \$1,800.

Kindergarten: Minimum \$1,500, annual increase \$100, maximum \$1,800.

## 4. Principals (Schools classified by Number of Pupils belonging):

Schools over 600: Minimum \$1,900, annual increase \$100, maximum \$2,400.

Schools 400-600: Minimum \$1,600, annual increase \$100, maximum \$1,900.

Schools 250-400: Minimum \$1,500, annual increase \$100, maximum \$1,700.

Schools under 250: Minimum \$1,200, annual increase \$100, maximum \$1,500.

## 5. First Assistants, in Schools over Six Hundred:

In schools with higher grades: Minimum \$1,200, annual increase \$100, maximum \$1,600.

In Primary Schools: Minimum \$1,000, annual increase \$100, maximum \$1,200.

German Supervising Assistants: Minimum \$1,200, annual increase \$100, maximum \$1,600.

## EDUCATIONAL NEWS.

— Miss Agnes Branden, now in school at Wooster, has been elected to a good position in the high school at Gustavus. She is a strong student and will make a strong teacher.

— L. W. St. John, who last summer had charge of the classes coaching for foot ball, base ball and basket ball, has been engaged for the coming term at Wooster Summer School, and will organize classes in this department of training for high school teachers and others interested.

— Supt. B. H. Long completed a successful year in the schools of East Rochester, April 12, and then entered Wooster for spring and summer.

— Supt. C. W. Clouse, of Apple Creek, is honored with the two marks that a successful man deserves, re-election and increase of salary for the coming year and deserved them both.

—April 17 Wooster received a gift of \$15,000 from a donor whose name at his own request has not been divulged, and \$25,000 from another source a week later. The alumni are making a strong effort to raise \$25,000 to be added to the \$300,000 already pledged toward the half million of new endowment, and expect to have that sum completed by commencement time.

—Prof. J. G. Black, of Wooster, will give the commencement address at Baltic, May 9, and at Martinsburg May 3. Supts. Nixon and Liggett are to be congratulated.

—Supt. Kale graduated a fine class of four at Berlin, April 18, two young men and two young women.

—Wm. I. Hill, formerly principal of the Marysville high school, is now traveling for the Bell Novelty Co., of Bellefontaine. A glimpse at his order book shows that his genial personality wins success on the road as well as in the school.

—Of the 178 teachers in Mercer County, 125 have taken the Reading Circle work this year and 20 of these will receive diplomas. There are 2037 pupils reading the course, or about thirty per cent. of the number enrolled, and 401 of these will receive diplomas.

—Supt. C. E. Weatherby, of Ostrander, has been reelected as a matter of course. His commencement occurred April 24 with one graduate, Frederick Gabriel, but he has a large class of fine juniors coming along for next year. The Mojeska Quartette, of Springfield, furnished excellent music.

—A brief visit to Barberton, recently, found Supt. J. M. Carr already well initiated into his new po-

sition and the machinery running without noise or friction. The high school and grammar grades make up an enthusiastic audience, 300 strong, which Principal G. M. Korn, of the high school, with his long and successful experience, knows exactly how to direct.

—The bond issue for a new school building at Wauseon, carried by a handsome majority and Supt. C. J. Biery is consequently happy.

—Prin. W. C. Dyer has resigned his place at the head of the Lisbon High School, from considerations of health, and is taking a rest at his home at Frankfort.

—Prin. E. L. Steenrod, of the Second Ward School of Sidney, has informed the superintendent and board of education that he will not be a candidate for re-election. He has served the schools most efficiently for ten years and everybody in Sidney regrets that he is to sever his connection with the schools. The *Daily News* pays him a high tribute and all who know him feel that it is richly deserved.

—Prin. H. N. Morton, of the Urbana high school, takes up the question raised by Prin. Harlan E. Hall's article, "Am I My Brother's Keeper?" in the *Times-Citizen* and gives the readers of that excellent paper several columns of reading that will keep them thinking for many a day. He publishes replies from pupils and business men on the question and the editor, P. L. Clark, re-enforces and emphasizes his contention in an editorial that is clean-cut and positive. We are pleased that Mr. Morton has carried this question into the columns of the secular press and we are glad to have Mr. Clark's editorial. By such sensible discussions we may hope

to see the day when the right side of ethical questions will be the popular side, and when false and flabby "honor" may be eliminated from the schools.

—Supt. J. C. Seemann, of Vermilion, has just received his ninth unanimous election. The salary is \$1,000, with incidentals that increase this amount considerably. He will graduate four girls and three boys May 31, when Dean H. C. Minnich will give the class address.

— School affairs are just all right in Jeffersonville. Supt. M. E. Wilson has been re-elected for a term of three years at \$900. One year has been the limit hitherto. The high school enrolls 57, nearly half of whom are tuition pupils. Mrs. E. W. Bradley is Principal, and they will graduate a class of thirteen May 14. President S. D. Fess of Antioch College will deliver the address. All the above leaves a good taste in the mouth.

— The schools of Hudson have been greatly improved during this year under the management of Supt. W. A. Hiscox. Another teacher has been added in the High School, a laboratory equipment purchased, the Library greatly improved, and the course of study revised. Commissioner E. A. Jones inspected the schools recently and placed the High School in the First Grade.

— It is interesting to scan the program of the Peace Congress which was held in New York, April 14-17, and notice the large number of school and college people who took part in the exercises. They served as presiding officers, delivered addresses, served on committees and attended in great numbers to give countenance to the noble movement. Hon. E. A. Jones, Supt. J. A. Shawan, Prof. P.

V. N. Myers, and Supt. R. E. Rayman were among those who represented Ohio.

— We are pleased to call special attention to the advertisement of Supt. C. J. Stein of Glandorf in this issue. He is a man of big body, big brain, and big heart, and is ever seeking to be helpful to all about him. These games that he has devised will prove so fascinating to the children that parents and teachers will catch the fever and all will play them together.

— Geo. P. Harmount, of East High School, Columbus, holds card No. 1 from Treasurer Ira C. Painter, showing that he paid the first advance membership to the Ohio Teachers' Association. This is an honor that is worth while and he ought to have that card framed.

— Murray N. Parker, who has won many friends in Ohio by his manly efforts to further the interests of Benj. H. Sanborn & Co., has become western agent of Little, Brown & Co., of Boston, with headquarters at Chicago, and will enter upon his new work May 11.

— Dr. E. W. Chubb, of Ohio University, will address the teachers of Columbus and Franklin county May 18, on the subject, "The Scarlet Letter."

— Hon. S. D. Shankland, of Wiloughby, gave a discussion of the taxation question at the meeting of the Association of School Board Members which was *multum in parvo*. He has evidently gone into the subject very thoroughly, for in a very few minutes he illuminated the whole question and gave those present much food for thought.

— The high schools of Carroll and Canal Winchester held a debate at

the latter town April 20. The judges were W. W. Boyd, L. O. Lantis, and Geo. W. Leahy, who rendered a decision in favor of Carroll.

—Supt. L. B. Demorest and Principal D. H. Sellars of Marysville, will graduate a class of thirty-five May 30. These seniors all submit theses that are carefully prepared but commencement exercises consist of an address by some man of wide reputation.

—Supt. D. H. Barnes and Assistant Adah M. Freeman graduated four boys and five girls April 30, at the new Township High School Building of Bath Township, Greene county with an excellent program.

—Supt. R. W. Christ of the Bethel Township, Miami County Schools, graduated a fine class of nine members May 1. President S. D. Fess gave the address. The baccalaureate was preached by Dr. Herbert Welch, April 28.

—Supt. John Davison, of Lima, is a poet. Not long since he heard a talk on the poetry of Robert Burns in which "John Anderson" was quoted. After his return home he wrote the following beautiful stanza as a fitting complement to the poem of the Scottish Bard :

"John Anderson, my Jo John,  
In a fairer land on high,  
And in a brighter home, John  
We'll waken by and by ;  
And there, through all the years,  
John,  
While ages come and go,  
We'll walk the happy hills of God,  
John Anderson, my Jo."

—Supt. F. L. Maris and Principal Mary E. Smith, of Bethesda, graduated a class of six, May 2. The address was given by Dr. Cramblet, President of Bethany College.

—A. D. Wells, of Ostrander, left April 25 for the Philippines, where he has accepted a position as teacher on a two-year contract. He leaves many friends in Ohio who wish him *bon voyage* and a happy and successful sojourn in the orient.

—His great host of friends will be glad to learn that Prof. Nelson Sauvain, for the past year superintendent of the schools in Dell Rapids, S. D., has been elected superintendent at Casselton, S. D., at a salary of \$1500. This position came entirely unsolicited, and again goes to show that the Buckeye boys are able to take care of themselves in competition with the world. Mr Sauvain taught for nine years at Wooster after graduating at that institution.

—Supt. G. N. Nowels comes to the close of his first year in La Grange with a fine record, and was a few days since given a substantial increase for the coming year with his re-election.

—Miss Gertrude Laughlin, of Wooster, has taken a position in the high school at Cuyahoga Falls for the balance of the year.

—Supt. Arthur Al. Carter completed a year of which he may well be proud, at West Mecca, April 19, graduating a class of three young ladies. In an unusually large measure he has won the respect and confidence of his patrons, and now enters Wooster to carry still farther forward his preparation for the school room.

—Mrs. Edith Sage McDonald entranced the teachers of Columbus and Franklin County at their meeting in Columbus, April 20. O. T. Corson gave the address on "The Originality of the Teacher."

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MY SLAIN.

This sweet child which hath climbed upon my knee,  
    This amber-haired, four-summered little maid,  
With her unconscious beauty troubleth me,  
    With her low prattle maketh me afraid.  
Ah, darling! when you cling and nestle so,  
    You hurt me, tho you do not see me cry,  
Nor hear the weariness with which I sigh  
For the dear babe I killed so long ago.  
I tremble at the touch of your caress;  
    I am not worthy of your innocent faith,  
I who, with whetted knives of worldliness  
    Did put my own child-heartedness to death —  
Beside whose grave I pace forever more,  
Like desolation on a ship-wrecked shore.

There is no little child within me now,  
    To sing back to the thrushes, to leap up  
When June winds kiss me, when an apple bough  
    Laughs into blossom, or a buttercup  
Plays with the sunshine, or a violet  
    Dances in the glad dew — alas! alas!  
The meaning of the daisies in the grass  
I have forgotten; and if my cheeks are wet,  
It is not with the blitheness of a child,  
    But with the bitter sorrow of sad years.  
O moaning life with life irreconciled!  
    O backward-looking thought! O pain! O tears!  
For us there is not any silver sound  
Of rhythmic wonder springing from the ground.

Woe worth the knowledge and the bookish lore  
 Which makes men mummies; weighs out every grain  
 Of that which was miraculous before,  
 And sneers the heart down with the scoffing brain.  
 Woe worth the peering, analytic days  
 That dry the tender juices in the breast,  
 And put the thunders of the Lord to test  
 So that no marvel must be, and no praise,  
 Nor any God except Necessity.  
 What can you give my poor starved life in lieu  
 Of this dead cherub which I slew for ye?  
 Take back your doubtful wisdom, and renew  
 My foolish freshness of the dunce,  
 Whose simple instinct guessed the heavens at once.

RICHARD REALF.

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### THOMAS BAILEY ALDRICH.

BY CHARLES S. WOOD, URBANA

The passing of the poet, Aldrich, has awakened wide-spread and deep regret among those, to whom his exquisite lyrics and sonnets have brought keen delight. No more will his skillful fingers evoke joyous melodies from the lute. We have heard the last of those love songs that remind us of Herrick and Lovelace.

To some of the younger generation of students of American literature the poet's death may serve as an introduction to his beautiful work. Born in Portsmouth, N. H., in 1836, he saw much of that period in New England when all manner of reforms and strange issues filled the air, and their advocates sought to upturn and renovate society: but he recognized from the beginning, with clear insight into his own powers, that he was born a poet and not a reformer. He left the trumpet for others and chose the harp, and the world is happier because he chose to sing.

Owing to a reverse of fortune in the family he was denied a college education and entered a business house. The gift within him sought an outlet and some of his earliest poems were published in the Atlantic. Soon after he found work in a publishing house, and afterwards became an editor: and in 1881 he succeeded W. D. Howells as editor of the Atlantic. In 1890 a generous friend left him a large fortune and he gave himself entirely to literary production. The most of his charming stories and best lyrics had been written before this period of leisure. Perhaps there was some reality in his own experience out of which grew the poem *The Flight of the Goddess*.

A man should live in a garret aloof,  
 And have few friends and go  
 poorly clad,  
 With an old hat stopping the chink  
 of the roof,



To keep the Goddess constant and  
glad.

\* \* \*

Midnight filled my slumbers with  
song;

Music haunted my dreams by day:  
Now I listen and wait and long,

But the Delphian airs have died  
away.

In the Poets of America, Sted-  
man wrote of him years ago.

"To Aldrich, now in his sunny  
prime — the most pointed and ex-  
quisite of our lyrical craftsmen —  
justly is awarded a place at the head  
of the younger art-school. He is a  
poet of inborn taste, a votary of the  
beautiful, and many of his delicately  
conceived pieces, that are unexcelled  
by modern work, were composed in a  
runder time, and thus were a forecast  
of the present technical advance.  
They will illustrate the American in-  
stinct, which unites a Saxon honesty  
of feeling to that artistic subtilty in  
which the French surpass the world.

"Though successful in a few  
poems of a more heroic cast his  
essential skill and genius are found  
in briefer lyrics, comparable to fault-  
less specimens of the antique grav-  
er's art. Apparently spontaneous  
they are perfected with the touch of  
a Gautier."

When James S. Fields accepted his  
first poem and sent Aldrich a check  
for fifteen dollars, his uncle, in  
whose office the embryo poet was  
writing, said:

"Why don't you send the fool a  
poem every day?"

Not long ago one of the metropol-  
itan journals published a poem every  
day for several months from the pen  
of an anonymous writer. Then the  
flow subsided. The writer disap-  
peared — submerged under his own

many-hued soap-suds. Aldrich was  
not of that ilk.

There is noticeable in all his work  
the restraint that goes with consci-  
ous strength. Overflowing with wit  
and delicate fancies, as his charming  
stories show, he put a curb upon his  
imagination and emotion, as well as  
upon the measure of his productions.  
The quantity of his work is not  
large, but the quality gives all of it  
high value; every poem and story  
was finished with the most conscien-  
tious carefulness. They are finished  
like a delicate cameo, or flash like a  
cut diamond. Yet they have not lost  
their spontaneity, nor are they lack-  
ing in strength and individuality.  
They are not imitations but all his  
own.

His clear and definite purpose to  
clothe all his writings in the most  
perfect expression of form and lan-  
guage is told in one of his most beau-  
tiful sonnets.

Enamored architect of airy rhyme,  
Build as thou wilt; heed not what  
each man says.  
Good souls, but innocent of dream-  
er's ways,  
Will come, and marvel why thou  
wastest time;  
Others, beholding how thy turrets  
climb  
'Twixt theirs and heaven, will hate  
thee all their days;  
But most beware of those who come  
to praise.  
O Wondersmith, O worker in sub-  
lime  
And heaven-sent dreams, let art be  
all in all;  
Build as thou wilt, unspoiled by  
praise or blame,  
Build as thou wilt, and as thy light  
is given;  
Then if at last the airy structure  
fall,

Dissolve and vanish — take thy self  
no shame.  
They fail, and they alone, who have  
not striven.

The poet did not mean that this  
earnest injunction should be taken at  
anything less than its full significance.  
But as some misunderstood  
him and limited his thought to mere  
skill of workmanship, he gave a still  
clearer utterance of his belief in  
masterly work.

'Let art be all in all,' one time I  
said

And straightway stirred the hyper-  
critic gall.

I said not 'Let technique be all in  
all,'

But art, a wider meaning. Worth-  
less dead —

The shell without its pearl, the  
corpse of things —

Mere words are, till the spirit gives  
them wings.

The poet who wakes no soul within  
his lute

Falls short of art, 'twere better he  
were mute.

The workmanship wherewith the  
gold is wrought

Adds yet a richness to the richest  
gold:

Who lacks the art to shape his  
thought, I hold,

Were little poorer if he lacked the  
thought.

The statue's slumber were unbroken  
still

In the dull marble, had the hand no  
skill.

Disparage not the magic touch that  
gives

The formless thought the grace  
whereby it lives.

The grace whereby it lives, that  
grace of a deathless life. Mr. Ald-

rich has given to many of his poems.  
A writer in the Outlook (H. W.  
Mabie, we suppose) says:

"This impression of longevity  
grows upon one as he reads Mr. Ald-  
rich's verse with care; it is so port-  
able; it can be carried so easily; so  
much of it has the aerial quality  
of those seventeenth century songs  
which beguile and delight us as if  
they had floated into the world with  
last spring's flowers. There is good  
reason to believe that when much of  
the strenuous, didactic, emotional  
verse of the last thirty years has  
been forgotten, Mr. Aldrich will be  
still having his day."

Possibly there are but few, who  
have read his tender, dainty Baby  
Bell, who do not love to read it  
again and again, just as we delight  
in the Moonlight Sonata. The lyrics  
On the Intaglio Head of Minerva,  
Palabras Carinosas, Identity, Un-  
sung, Before the Rain and After the  
Rain, and others of the same qual-  
ity haunt the memory like strains of  
music we cannot banish. What fer-  
vent sentiment, graceful and refined  
in this Nocturne.

Up to her chamber window  
A slight wire trellis goes,  
And up this Romeo's ladder  
Clambers a bold white rose.

I lounge in the ilex shadows  
I see the lady lean,  
Unclasping her silken girdle,  
The curtain's folds between

She smiles on her white-rose lover,  
She reaches out her hand  
And helps him in at the window—  
I see it where I stand!

To her scarlet lip she holds him,  
And kisses him many a time —  
Ah me! it was he that won her  
Because he dared to climb!

Our great poets are gone, and many of the most promising writers of the younger school. Aldrich was a connecting link between the two periods. There are left Richard Watson Gilder and James Whitcomb Riley, who represent opposite extremes, the one writing for the cultivated, the other singing songs for the people, and a troop of younger singers from among whom may arise a great poet.

Aldrich has gone through the purple dusk to that quiet rest of which he sang in one of his most beautiful sonnets.

SLEEP.

When to soft sleep we give ourselves away,  
And in a dream as in a fairy bark

Drift on and on through the enchanted dark  
To purple daybreak — little thought we pay  
To that sweet bitter world we know by day.  
We are clean quit of it, as is a lark  
So high in heaven no human eye may mark  
The thin swift pinion cleaving through the gray.  
Till we awake ill fate can do no ill,  
The resting heart shall not take up again  
The heavy load that yet must make it bleed:  
For this brief space the loud world's voice is still,  
No faintest echo of it brings us pain,  
How will it be when we shall sleep indeed?

## THE QUESTIONS ANSWERED.

BY KATHARINE E. REESE. ANNA.

MR. EDITOR:— Having noticed, in the May number of "The Ohio Educational Monthly," a paragraph which states that the teacher who would answer a certain number of proposed questions correctly, would receive your indorsement for promotion, and a large increase of salary; and believing that I can come as near to answering them correctly as most lady teachers, I submit the following answers.

First, I can teach school. The proof of the fact lies in the results of my work. Four years ago I took charge of the High School of Anna, Ohio, as supervising principal. The pupils who have graduated under me are now in schools and colleges, some

at Ada, some at Springfield College, at Columbus, and at Northwestern University, nearly all of them continuing educational work, I have a fine class of eight who will graduate May 23, two boys and six girls, all but two of whom are intending to seek a higher education, and one to teach. Four years ago we had no library of reference books, or classical literature, in the school building; but we now have a library numbering between eight and nine hundred volumes; and I am confident we will add several hundred more the coming year; and the best of it all is that the pupils read them. We had no physical laboratory then, but now we have quite a well equipped lab-

oratory with money on hand for adding to its efficiency. We have also, by a change in our course, secured the assistance of another teacher in the High School for a part of the time. Our freshman class is the largest we have had for some time and is composed almost entirely of boys. All this has come about gradually, and is the result, I think, of a deepening interest in educational matters in the minds of the pupils who are in the high school.

I have not worked under a superintendent for some time, but I should think that the best way to get even with one who would suggest that I subscribe for an educational journal, would be to take more educational literature than he does, and frequently call his attention to some of the excellent articles found in *The Ohio Educational Monthly*. Educational literature of the best type is indispensable to successful teaching.

Put-in-Bay, a noted summer resort, lies on a small island at the western end of Lake Erie. It was near this place that Oliver H. Perry put in one of the best half-hours of fighting that has ever been done in the cause of American commercial independence, fighting which has made the place famous and has led hundreds of visitors to frequent its shores every summer. But added to its historical interest, is the beautiful scenery, and the refreshing breezes of Lake Erie, which make it a most desirable place at which to put in your vacation, attending the state teachers' association, a suitable place to put in effective work for the Ohio teaching profession, to put into the mind new ideas of the dignity of pedagogical labor, and to put in men who will look after the educational interests of our great state.

I believe my pupils prefer to be right with either the minority, or the crowd. I have noticed frequently the favorable changes that take place in a pupil, whose moral standing is somewhat low, after spending some time in the school and in the company of the other students. The greatest difficulty lies in the fact that the leaders in the social and business world set up standards of right which are questionable; and a doubt as to the harmfulness of certain evils creeps across the minds of young people. If sure these questionable things were wrong, there would be little difficulty.

I have very little faith in a resurrection from the dead brought about by the loss of a position. It is like the religion of a man converted in a thunderstorm, gone as soon as the storm is over. Although it sometimes seems to limber up a man's mental muscles and joints amazingly, it is spasmodic, and as soon as another position is secured the subject will be as dead as before. A permanent resurrection from the dead can only come about by the pleasure—and there is no greater pleasure—of seeing character develop as the result of our influence. Get in love with some unruly boy and make a model man of him and you will never need to be resurrected again. This may not be so sudden as the method suggested but it is far more successful and will not need to be repeated.

I have read this present school year the three Reading Circle books, "King's Rational Living," "Elementary Agriculture," and "Literary Masters"; "Seeley's History of Education," "Thring's Theory and Practice," and Mathew Arnold's "Sohrab and Rustum"; Hawthorne's "Blithedale Romance," "Marble Faun," and

"House of Seven Gables"; Oliver Wendell Holmes' "Elsie Venner"; Scott's "Kenilworth" and "Lady of the Lake"; Carpenter's "Europe" and "Asia"; Shakespeare's "Macbeth," "King Lear," "As You Like It," and "Hamlet"; Ralph Connor's "Sky Pilot," and "Black Rock," Dickens' "Christmas Carol," and a great many others, in part.

Do you think that one who is continually seeking to gain in educational power, who spends a large share of vacation time, and a large proportion of hard-earned salary, in summer schools, and in other methods of acquiring fitness for effective work, can be said to seek salary more than knowledge and wisdom?

I have done all the reading circle work for at least a dozen years, much of the time acting as leader in the discussions, and have not played half a dozen games of krokinole in all that time, much as I enjoy the game. Isn't that self-sacrifice? No it isn't, for I really like the work better.

I have read many of the answers to uniform questions, and have been

interested in the opinions of others, but I prefer to form my own. Dependence upon self is far better, and individual effort produces more fruit than can be gleaned from the efforts of others. Again, anything which is as various as these questions, the answers to which must be written hurriedly, cannot receive the necessary attention to give complete treatment, and the answers are likely to be misleading.

I do not expect to belong to the rocking-chair brigade this summer, and would rather work than do any thing else, when not too tired. There are some phases of educational work in which I am interested, and interesting work becomes play. I intend to play this summer.

I have sent Ira. C. Painter one dollar for membership in the Ohio Teacher's Association, thereby proving that there is nothing else that I would rather do with it.

When my professional neighbor says he excels me in professional spirit, I am sure he must be wrong, for I give myself entirely to my work. What more can he do?

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## RURAL SCHOOL PROBLEMS.

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We give below a symposium on the rural school situation and are greatly pleased to present the views of teachers who can speak upon the question from an intimate knowledge that is the result of experience. The rural school is in a state of transition and we are all anxious to see it come into its rightful heritage and, to this end, every teacher in Ohio who is in any way connected with

the rural school is vitally interested in the quest of the right solution of the problems that are discussed in the following contributions:

### A. B. GRAHAM, COLUMBUS.

With all the advantages which the rural schools have, there are weaknesses which, we hope, will be carefully considered and corrected.

There are good teachers to be

made better; courses of study to be planned; libraries to be purchased; school room and play grounds to be improved; the social life of the school to be bettered; and educational sentiment to be created to strengthen and support those officially charged with caring for the schools.

If there is a "weakest spot" in our rural schools, it is the lack of efficient supervision. An efficient superintendent will create a new school atmosphere that will invigorate teachers, pupils, the people, and the school board.

As a rule, the finest equipment, the highest salaries, the best sentiment, and the best results are to be found in townships having supervision.

How is supervision to be secured? First, by ceasing to prejudice people against it by such an expression as — "I need no boss." No efficient superintendent is a boss. He is one who helps you to become stronger and makes you feel that you are responsible for your own growth. Second, ask for supervision but not for a division of the money that might be paid for it. Get the proper kind and other necessary things will be added.

#### L. D. BROUSE, WEST ELKTON.

I believe the road to centralization is township supervision. This would bring the boards in contact with superintendents who would use their influence to promote the idea — who also could convince the Boards of the fact that they could do much more effective work were their teachers centrally located.

We tried this year to bring an adjoining district into the West Elkton school district but failed to do so, they fearing that their tax would be raised a dollar notwithstanding the

fact that the district only had three pupils last year and that all could easily walk to the village school. The almighty dollar is the one stumbling block to the uneducated.

If county papers could be induced to take up the subject as you are doing, state associations the same, there might come an awakening.

#### C. B. STONER, MT. GILEAD.

A few words are inadequate for the statement and solution of "The Rural School Problem," except in category. One thing is certain, however, that if we know what the problem is, the solution is easy. Let me put the two together. The ailment suggests the remedy; the remedy suggests the ailment.

1. Rural teachers in general are not sufficiently well-trained. I do not advocate high scholarship for rural teachers, for this would probably make them dissatisfied with their schools and their environment. Teachers teach classes too exclusively. Pupils should be taught how to study and how to work as individuals. Teachers waste time. They do not know what are the really essential things to emphasize when there are so many pupils and so many studies.

2. Courses of study and textbooks are more or less antiquated. The sooner we learn that environment must play an important part in the selection of these, the more quickly will our schools become successful. Trade schools are good for certain sections of New York City. Industrial schools should be established in industrial centers. Agriculture should be emphasized in the country. It should be the source of much of the nature study, of the language lesson, and of the work in physical geography, art, arithmetic,

and the laboratory. Special textbooks should be written and selected for this purpose.

3. The rural school has but little organization. It doesn't need a great deal, but it needs some. Bi- or tri-township (district not county) supervision will help solve this. Pupils should be made to feel that they are making progress, and that the school has a definite aim and definite work. In some schools gradation or classes is too strict. The highly differentiated and finely organized system of the city is too often aped. Too systematic classification of pupils in country schools is injurious. Again, some schools have no classification. This is equally baneful.

4. Counties (exclusive of civil corporations) should be divided into districts for school purposes, say two or three townships according to size of same; boards of education elected at large from district, mandatory supervision of district, school tax apportioned for the district.

5. The present township high school is of questionable utility.

J. J. RICHESON, LEE'S CREEK.

As now conducted the country schools (sub-district schools) are weak in many particulars, only a few of which can be pointed out in a discussion of one hundred and fifty words.

Unless the townships have supervision there is no uniform gradation of the pupils.

The pupils have too long a period of study as compared to the time for recitation, unless some lower classes are neglected, which would simply intensify the weakness.

These schools pay such small salaries, or offer such short terms of service, both in months per year and number of years, that the good teach-

ers are leaving them to accept positions in the village or city schools, or even in other vocations.

Teachers in these schools are, in a large per cent of cases, too young and have had no training for the work. The trained and experienced teachers have no thought of entering or remaining in the sub-district schools, if they are as energetic as teachers should be.

As small as the salary of country teachers is, it yet makes this system of schools *too* expensive, the small attendance considered.

WM. WALTER, LANCASTER.

Much has been said and written on the Rural School Problem and various are the propositions for its solution; but perhaps a few more thoughts on this important question will not seriously burden the reader of the MONTHLY.

It has been observed for a number of years that the attendance in the rural schools has been diminishing very rapidly, even to the extent that not sufficient interest can be maintained in many of them to continue the school the time required by law, while others for the same reasons were vacated entirely. This does not certify that the educational spirit of the country is waning, indeed, if I mistake not, there never was such a wholesome educational spirit among the farmers of our state as at present; but generally their interest is centered in some other school than their own.

In many counties there is scarcely a home but has a representative in some village or city high school and all of her energies are bent to give this student a good high school education. Naturally the interest in the home school will be diminished proportionally. Sometimes, also, these

circumstances are an inducement for either a part or the entire family to move either temporarily or permanently to the city to make it more convenient for the student. Thus instead of taking but one pupil out of the home school, all the children of such a family are removed to the city school. These very circumstances make the country school a rather undesirable one for teachers and the best talent is anxiously seeking employment in some city or graded school, while others content themselves for a while with these unfavorable circumstances and then resign to accept a more desirable and more promising position. Moreover, graded schools are more desirable since the teacher is enabled to concentrate his energies upon a few studies and recitations, thus making his work more effective and more pleasant.

It is true, our state is becoming largely a mercantile and manufacturing state and many of our former farmers have found employment in cities, and, of course, have moved to those places for convenience. It is said, however, that in many localities a reaction has taken place and parents are realizing that city life is not the best for their boys and girls. These reactionary movements are only temporary, however, and when the school bell begins to ring, we find them wending their way to the city again so that we can not look to this for a solution of the problem.

No remonstrance dare now be made against a law that has become so popular with the people and hundreds of dollars are often paid by boards of education to cities or villages for educating the children of their respective townships. All these things tend to break down the coun-

try schools and render the management of them very unpleasant.

Of the various causes herein mentioned as leading to this exodus from the country to the city school, the chief is the Patterson Law. Is this law then objectionable and its repeal desirable? By no means. In my opinion no other measure ever passed by the legislature has been more helpful to the country schools. It has placed the country boy and country girl on a level with those of the city. It has enabled the country boy not only successfully to compete with the city boy, but even to surpass him in that his application and determination are generally far superior. It is the means of filling many of our colleges with them. It is the means of cultivating in them an appreciation of the beautiful. Responsible positions are opened to them, hitherto occupied only by the college or city bred, and their good morals, honest and honorable dispositions make them a very valuable addition to these institutions.

But while the farmer is appreciating these advantages so gained, he is also realizing that his interests are gradually withdrawn from the school he once so dearly loved and that his money goes to enrich institutions he cannot call his own. This he will not be willing long to tolerate, as he should not, and he begins to seek a solution of the problem. It is therefore wisdom for educators to be prepared to present some feasible plan.

In my opinion, the only successful and permanent solution of the problem is school centralization, a township high school, and sectional supervision. These conditions I firmly believe the Patterson Law is slowly but surely bringing about.

Every township should have some form of school centralization, but no



arbitrary law should be passed as to the number of sub-districts to be united; for different townships have different conditions to meet. Every township or superintendent's section should maintain at least a third grade high school. The legislature should then repeal that feature of the Patterson Law requiring boards of education to pay for high school education other than the provision it is required to make within the limits of its own jurisdiction. Every county should be divided into not less than two or more than four districts, each to employ a competent person as superintendent, whose duties and authorities within the limits of his district should be similar to those of the present city superintendents. The different superintendents of the county should constitute the examining board without additional pay and they might also be required to conduct the county institutes.

To this plan, no doubt, will be made the ever ready objection of additional expense; but I feel certain such objections would not be well founded and could easily be refuted. Assuming that where nine teachers are employed now only six would be required under the new plan—which is a very reasonable estimate and could be even improved upon in many instances. The expense of the three unnecessary teachers, amounting to not less than \$960 under the existing law, would thus be saved to the public. This together with the tuition now paid to other institutions for high school education and the excess of contingent expenses would easily employ the high school teacher for the township and pay its share of the superintendent's salary. Such a plan would give our schools not only the advantages of a carefully graded system of teaching, but a

very wholesome rivalry between the different schools of the township and the high schools of the different townships or sections would arise, which would stimulate a proper educational interest and spirit and fix them where they properly belong.

I do not believe the farmer will ever suffer the advantages gained and the responsible and lucrative positions opened to his boys and girls through the Patterson Law to be taken from him, and therefore a heartier support to such a plan may be expected from the very source which has thus far defeated the most far reaching plans of organization.

ED. A. ZINNINGER, CANTON.

The Patterson Examination. Who should attend it? Certainly no scholar in the sixth grade should be allowed to take the Patterson examination. I believe that it would be well if our teachers would discourage seventh grade pupils and not urge them to take it. Few pupils in the seventh grade are sufficiently developed mentally or physically to undertake high school work. I am opposed to taking out of our rural schools scholars who have done little or no eighth grade work, for it is only robbing our schools of pupils who yet have plenty to learn in our common schools. Pupils that we need in our rural schools to help to make good, strong, and interesting classes. It is therefore wrong both from a physiological as well as a psychological standpoint.

If a seventh grade pupil does attend the examination and secures a passing average grade I believe that it is his teacher's duty to induce him to stay in the rural school another year yet and complete the eighth grade work.

In some communities many people

judge a teacher's fitness to teach, by the success of his pupils who attend the Patterson examination. Now I think this is wholly wrong and unjust. There is a marked difference in the intellectual powers of pupils for which the teacher is in no way responsible. I have seen pupils take the Patterson examination that were far from being fit for it. Lack of memory and of good sound judgment can not be imparted to a pupil by the teacher.

J. W. MOORE, LEETONIA.

Compulsory township supervision is, in my opinion, the present essential element in the solution of the Rural School Problem. My experience with the rural schools during the past three years leads me to believe that a majority of the patrons of those schools in this section of the state are ready for and would welcome supervision.

When the township is given a superintendent to advise with the board of education, to unify the work, to inspire better teaching, and more careful and thorough preparation for teaching, to create confidence, to arouse enthusiasm, and to reach the *home*, the next great step in line of progress in the rural schools has been taken and a broader foundation laid for their greater needs.

RALPH W. LOCKMAN, MT. VERNON.

The "district school" is as old as the Constitution itself. Nearly all our American institutions have enjoyed a steady and phenomenal progress, but the rural school has fallen so far behind the others that, in many districts, its very existence is in danger.

This marked deterioration is evident in the most important features of school work. What the country

schools need especially is a larger attendance per teacher and more competency and permanency in the teaching force. These needs are very plain, but the problem is, How are they to be supplied?

Some townships, throughout the state, have secured larger and better schools by centralizing all the districts. In some sections, this system works admirably, but in those townships where the pupils are widely scattered and transportation is difficult, I believe it is impracticable to unite all the schools. In such townships, it would be advisable to group the various schools into two or three, joining those schools that are located most conveniently for transportation. I do not think that the rural high school will be successfully maintained in the average township, owing to the superior advantages offered by the adjacent towns. Hence, let the townships provide the centralized grade schools, and the towns, the high schools.

Under the present system, township school boards must select from a class of teachers, most of whom are either inexperienced or unprogressive. If competent teachers are to be secured, better salaries must be paid, and this will be possible when the number of schools will have been diminished. In order to secure permanent teachers, the boards of education must offer opportunities of advancement, in proportion to ability and time employed, as is done in the cities.

Of course, the innovation will not be complete without the minor improvements, such as better apparatus, more good reading matter, etc.; but the vital needs must be supplied first, either by the plans I have mentioned or by others more feasible. If this problem is not solved very soon,

the rural school will cease to be an important factor in education.

F. E. CUNNINGHAM, STEUBENVILLE.

Our school system is weakest where it comes most directly in contact with the farmer. The country school has made but very little progress in the last 20 years, compared with what it might have done had the improvements recommended by educators been adopted by our township Boards of Education. Our schools are but poorly organized at the present time. Each school district is almost entirely independent of every other. That they would be benefited by *supervision* is apparent. Our country teachers are doing good work under the circumstances, but it seems to me that if the teacher knows that one capable of judging has his eye upon him it would prove a great stimulus to do good work.

There is nothing in my opinion that will do more for our country schools at the present time than *township* or *county supervision*.

A. W. SHINN, BARTLETT.

The most serious problem confronting the rural schools of Southeastern Ohio at this time is the decreasing enrollment and attendance. The average daily attendance in one of our rural schools of today is not more than 50 percent. of what it was 20 years ago.

This is due chiefly to three causes: First, a gradually decreasing enumeration. Second, an increase in the number of sub-districts. Third, few pupils over fifteen years of age remain in the country school, but either enter the high school or take up some line of employment which the varied and increasing industries of the day demand.

The solution of this difficulty lies

most surely in more thorough and systematic organization. Increase the size of the school unit gradually consolidate the sub-districts, at least; centralize wherever local circumstances render it possible.

We have one great factor in our favor in applying these remedies, viz: In fifteen counties in Southeastern Ohio considerable less than 20 percent. of our rural population are tenants; more than 80 percent. own homesteads. This fact insures a permanent element to deal with and removes much of the difficulty arising from what may be called the floating element in dealing with school problems.

A. B. JONES, WALDO.

Were more care used in electing to township boards of education young, liberal-minded, and progressive parents, were these boards more in touch with school conditions and more solicitous to retain inspiring teachers by offering attractive salaries, and were advantage taken of the present laws making possible an increased levy, township supervision, consolidation of small schools, and establishment of school libraries, there would be fewer inquiries as to why so many rural schools do inferior work.

In the absence of rural supervision there is no intervening officer between state school commissioner and rural teacher. Without a course of study, without counsel from a superior, often without experience and many times without an intention to remain in the work, the teacher goes aimlessly forward and gets nowhere.

Many yearly changes occur in the teaching force of a township but few yearly changes occur in the county. I therefore, stand for an enactment which will make not optional but obligatory, county superintendency;

this county superintendent to be assisted by as many district subordinates as the size of the county justifies.

#### IT ISN'T RAINING RAIN TO ME.

"It isn't raining rain to me  
It's raining daffodils!  
In ev'ry dimpling drop I see  
Wild flowers on the hills!  
A cloud of gray engulfs the day  
And overwhelms the town —  
It isn't raining rain to me —  
It's raining roses down!"

"It isn't raining rain to me,  
But fields of clover bloom,  
Where any buccaneering bee  
May find a bed and room.  
A health, then, to the happy,  
A fig, to him who frets!  
It isn't raining rain to me —  
It's raining violets!"

"It isn't clouds and mist I see,  
It's leaves and fruit and flowers;  
It's hands stretched out as if in glee  
To greet the summer showers.  
It's little thirsty mouths to fill:  
It's buds and blossoms dear;  
It isn't raining rain at all —  
It's raining life and cheer."

ROBERT LOVEMAN,  
Dalton, Georgia.

#### A SONG OF OHIO.

(Air, Auld Lang Syne.)

By MRS. E. W. AVERY.

Dame Nature nursed thee at her  
breast

To health and love untold,  
Wisdom and honor gave thy sons,—  
Freedom, to win and hold:

To Ohio, our state, our home,  
To Ohio,  
Heaven gave the blessing of its  
smile

To Ohio.

Thy brow is bathed in Erie's wave,  
Thy pride rolls at thy feet,  
Thy being glows with strength and  
joy,

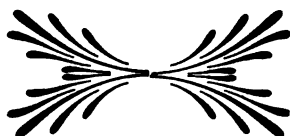
Thy hope is high and sweet:  
To Ohio, our state, our home,  
To Ohio,  
Heaven grant the blessing of its  
smile

To Ohio.

Our home, our state — the brightest  
star

That clusters in the blue —  
Of thee we sing, to thee we kneel,  
Vowing allegiance true:

Of Ohio, our home, we sing,  
Of Ohio,  
We give our dearest and our best,  
To Ohio.



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Texas School Magazine, Dallas, Texas.  
Western School Journal, Topeka, Kan.  
Western Teacher, Milwaukee, Wis.  
Wisconsin Journal of Education, Madison.

It is a fascinating exercise to dig in the sand where the digging is easy but the gold is in the rock where the digging is hard.

\* \* \*

GIVE the girls and boys flowers and give in abundance so that they may know that their doing the work of the high school merits a rich reward.

\* \* \*

THERE are paths in Eden that our first parents never found and it is the blessed privilege of their descendants to find these new paths and enjoy.

\* \* \*

THE State Examination will be held at the Southern Hotel, July 2, 3, 4. Full particulars may be had by addressing Supt. H. B. Williams, at Sandusky, Ohio.

\* \* \*

A WRITER in a recent issue of *Education* distinguishes very cleverly and clearly between speaking English and "talking United States" with special emphasis on the former.

\* \* \*

IF we should give one hundred per cent in deportment to all who deserve it and give no other grades we should thus put the emphasis where it belongs and offer an incentive to all the other pupils.

Now another Normal School in the northeastern part and another in the northwestern part of the State and we shall be equipped for training teachers in Ohio. There is every reason to believe that this will be done at the next meeting of the legislature.

\* \* \*

UPON being asked the best way to bring about a revival in the churches, Gypsy Smith replied: "Brother, get on your knees, make a chalk ring around yourself, and say, 'Lord, begin in my ring'." This will apply to schools as well as churches.

\* \* \*

THE teacher in the most remote country district in Ohio will hear the heart-throbs at Put-in-Bay, for whatever is done there will redound to the interest of this country teacher as well as the city superintendent. We are working at the same problem and will have equal joy in the answer.

\* \* \*

THE teacher who is receiving more recognition and more salary this year than he did last year will do well to reflect that these better conditions are brought about by the untiring efforts of the men and women who meet each year at Put-in-Bay to confer upon the educational situation and to devise plans for improvement.

\* \* \*

IF the gentle reader would like to invite his soul and regale himself with some fiction in vacation we commend to him the reading of "The Lady of the Decoration," "The Beloved Vagabond," "Aunt Jane of Kentucky," and "The Silent Door." Of a full hundred books of fiction these four represent the cream — good rich cream.

\* \* \*

SOME one has said that many people die with all their music in them.

This means unimproved opportunities and unrealized possibilities and nothing could be more tragic. The world wants and needs the music we have in our souls and it seems a pity that we should not give it. Then, too, there is so much joy to ourselves in the giving.

\* \* \*

MANY faces are turned toward Put-in-Bay just now and in just a few weeks these fond anticipations will be realized. There will be delightful reunions, and there, too, will be formed friendships that will last through life. Happy those teachers who know the joys of Put-in-Bay and happy those, also, who credit the reports of others, and will make their first visit this year.

\* \* \*

IT is a disquieting thing to wake up a class unless the teacher becomes wide-awake at the same time. If the teacher is asleep it were far better that the children be allowed to sleep. If the teacher wants to sleep and the children are eager to know there develops a situation that it is not at all pleasing to contemplate. Either the children must be drugged or the teacher must wake up.

\* \* \*

SOMETIMES we all feel the spirit of revolt against the conventional and want to smash things right and left just to prove that we are animate creatures and not mere automatons. It is just possible that our pupils may have a like feeling at times. They have seen us do the same things in the same way so often that they must long for a respite. Think how the minister must labor to get something new in order to prevent our sleeping or staying away.

\* \* \*

It was Principal E. W. Wilkin-son of Cincinnati who first called our

attention to the charming books of Annie Fellows Johnston and our gratitude to him increases as the days pass by. We have just finished "Keeping Tryst" by this gifted writer and would like all our readers to know what a delightful little book it is for the boys.

\* \* \*

SPRINGFIELD is awake, wide awake. The new salary schedule provides credit for professional work and gives choice as to the character of the work done, whether reading, writing, or summer school work. Other cities will soon take note of this plan and all in good time our boards of education will discover that the best way to get the most efficient service is to reward the right sort of work.

\* \* \*

OVER the hill yonder among the trees stands a little school house that, until recently, was the scene of joyous activity. The teacher of that country school will not be there next year, although the Board invited her to stay and the children besought her with tears. Somehow, all unknown to her, the word went out that she is a good teacher, that her heart is in her work, that she is radiant with abounding life, that she does things, and, hence, the city sought her out and she goes to the larger field.

\* \* \*

How must a child feel before a book whose print it can not read! What a mystery it must seem. Some one has said that everything is infinitely high which we can not see over, and, therefore, this printed page is as high and as deep as infinity to this child. If we would know what this child's feeling is we have but to open before our own eyes a page of Chinese and the truth will be made clear. If we could only get the child's point of view in all

his work, we should probably be patient, and gentle, and sympathetic in all our efforts.

\* \* \*

VERY wise is that new superintendent who counsels with his best teachers without dictating. They know the way which is new and strange to him and he will gain knowledge and wisdom by sitting at their feet as a disciple. Until he is thoroughly conversant with the work he will make sad business in any effort to correlate and articulate. He must know all the parts of the watch before he can put it together so that it will keep good time. The greatest of leaders is he who learns all the while from the humblest of his followers.

\* \* \*

HERE is a quotation from the pen of Luther Burbank: "A fragrant beehive or a plump healthy hornet's nest in good running order often become object lessons of some importance. The inhabitants can give the child pointed lessons in punctuation as well as caution and some of the limitations as well as the grand possibilities of life; and by even a brief experience with a good patch of healthy nettles, the same lesson will be still further impressed upon them. And thus by each new experience with homely natural objects the child learns self-respect and also to respect the objects and forces which must be met."

\* \* \*

How long it takes us to learn that other people judge us more accurately than we can judge ourselves. A teacher, some time since, was complaining that some of his fellows were criticising him and underestimating him. The whole episode amounted to a wail. Of course, he sought to justify his every act and to

discredit every word that his fellows had uttered. Therefore, it is evident that he is wholly satisfied with himself, that he can not be taught even by his own mistakes, and that he will continue to the end on the defensive. It is far more easy to justify a course of conduct than to correct it but such a procedure may serve to prove one a victim of "exaggerated ego."

\* \* \*

THERE is ichor in his veins. It shows in the luster of his eyes, the movements of his body, the poise of his head, and the words that fall from his lips. He is neither a bully nor a sycophant. He feels himself as good as the best and as humble as the least. To him work is life and life is radiant and abundant. The storm meets response in his blood and the violet wakes a sun-rise in his soul. He smiles as he works and also works as he smiles. He believes ill of no man unless he must, and then he sorrows. With him the brotherhood of man is not a fetich but a fact. When his brother achieves the joy is his; when he falls he lifts him to his feet. There is ichor in his veins not Mellen's food. He is a man. He teaches school.

\* \* \*

LUTHER Burbank the "plant wizard" in his little book entitled "The Training of the Human Plant," says: "Every child should have mud pies, grasshoppers, water-bugs, tadpoles, frogs, mud-turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water-lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay-fields, pine-cones, rocks to roll, sand, snakes, huckleberries and hornets; and any child who has been deprived of these has

been deprived of the best part of his education."

We give this quotation for the special benefit of our nature study friends, that they may be reinforced in their contention and in their work by one who is authority.

\* \* \*

THE mechanic who repaired the machine in two hours and charged fifty dollars for the work explained to the farmer, upon being pressed, that he charged one dollar for doing the work and forty-nine dollars for knowing how. Too many people can not understand why teachers should receive salaries equal to or above the salaries of day laborers. This is because they do not take into account the "knowing how." They pay the doctor two dollars for a visit of a few minutes and do it cheerfully because they think he knows how but think the teachers of their children overpaid. If they know how there is no reasonable salary that is too large considering the real value of their services.

\* \* \*

IF, in our teaching, we could only forget that there is an examination lying in wait for our pupils some days or weeks ahead then our teaching would certainly mean more to the children. It is a poverty-stricken sort of teaching that is forever making ready for an examination. This bugbear looms up before each question with ominous portent and detaches the question and answer from their real relation to life and renders them but a possible charm to ward off impending evil. The teacher who does his work without a thought of examination gives and receives far more joy and makes the subject and the book fit into and become a part of the child's wholesome life.



MANY of our readers are now making ready to go to the various summer schools. Some of these will go for the first time and, hence, it will have all the novelty of exploration. They will make new friendships and these will form a most interesting feature of the summer trip. Then the work itself will have a decided charm and will open up to them a larger horizon. Not only so, but their contact with teachers and students will give them a wealth of suggestions for their work in the future. Added to all these considerations is the fact that their presence in one of these schools is *prima facie* evidence that they have enterprise and that they are progressive. This gives them prestige at home and will redound greatly to their professional credit.

\* \* \*

At the forth-coming institute in each county there will be an agent for the MONTHLY ready to receive subscriptions. There will be no circus posters flaunting themselves in the faces of teachers and no blare of trumpets. In general, teachers are not captivated by this sort of catch-penny advertising. We do our advertising in each issue not by extolling our own wares but by giving each teacher something to help in the daily round of school duties and to inspire to higher ideals and better work. We bespeak for all our agents, therefore, the same courtesy that has always been shown the MONTHLY and pledge ourselves to use our utmost endeavors to give every subscriber full value for his dollar during the next year.

\* \* \*

WE publish in this number the final list of advance members to the Ohio Teachers' Association and every lover of educational progress must

experience a feeling of gratification that such a generous response has been made to the appeal for memberships in advance. The teachers whose names have been published can not but feel they are helping promote a worthy cause. This action on their part will hearten the officers of the Association and encourage them to plan even more widely for the interests of every Ohio teacher. This good work is only just begun and we hope the time may come when they will feel inclined to keep up their membership in this Association just as they do in the church, the lodge, or the insurance company.

\* \* \*

"THE most dangerous man in the community is the one who would pollute the stream of the child's life. Whoever was responsible for the saying that 'boys will be boys' and a young man 'must sow his wild oats' was perhaps guilty of a crime." These words are quoted from Luther Burbank's book, quoted elsewhere, and it were well if they could be read in every home. Some people are inclined to excuse all sorts of mischief and vandalism on the most flimsy and illogical pretexts and it will be well for our civilization when the flimsiness of these is laid bare. Our Fourth of July is made the merest mockery by a veritable bedlam of noise. We cover our ears and remark with what complacency we may that "boys will be boys."

\* \* \*

THE leaders in educational matters have been in agreement with the MONTHLY all along in our attitude towards the printing of answers to the uniform questions, and now hosts of the younger teachers have come to see the matter in its true light. They know from experience that having questions answered for them makes

them weaker, just as would be the case with their pupils if the teacher answered all the questions. They are coming to see that the plan is unpedagogical and unscholarly and many of them are setting their faces against it, knowing full well that they can not grow strong so long as they resort to that sort of weak diet. It may be profitable to print answers but we do not care to profit by any business that is wrong in principle and that militates against the professional health of Ohio teachers

\* \* \*

REPORTS come to us all the while to the effect that superintendents hope to fill vacancies in their teaching forces at the Put-in-Bay meeting. This does not mean that teachers should be influenced by mercenary motives in deciding to attend this meeting, and be disappointed if they fail of promotion. It simply means that those who go to Put-in-Bay will have advantages over those who do not. Their very presence there will be evidence of their professional spirit and this is always an important factor with the up-to-date superintendent. There were many promotions at Put-in-Bay last year and there will be more this year since the demand for first rate teachers has greatly increased since the last meeting.

\* \* \*

It will probably require years to convince all people that each educational advance benefits all teachers and not alone those who are directly concerned. Here is a case in point. When the normal schools were established at Ohio and Miami universities there ensued predictions that other schools in the state would decline. But such has not been the case. The summer schools at Athens and Oxford have grown steadily in numbers but so have summer schools

in other parts of the state at the same time. The one helps the other in that each one fosters an educational sentiment that permeates entire communities and the result is that when one teacher goes to one of these schools another goes either to the same school or one of the others. These schools are not rivals but co-ordinates and what helps one helps the others. Now we are to have a teachers' college at Ohio State University and its influence must, in the very nature of things, be helpful to the normal colleges at Oxford and Athens. As the number of students increases at the teachers' college it will be found that the numbers are increasing at the normal colleges. Indeed, so widespread is the sentiment in favor of normal training that the establishment of two additional ones seems inevitable. When these are in operation they will find students but these will not come from the other normal colleges. The sooner we learn that education is a unit in Ohio, and all join hands and hearts, the better it will be for us all.

\* \* \*

OF course, one thrills whenever the name Catawba is mentioned. At the very name a thousand memories come trooping in with banners flying and fluttering in the brightest of sunlight. Here are the walnut trees at the foot of the hill below Eli Hunter's barn, the very trees that canopied many a boyish prank or romance as we stopped beneath their friendly shade, for no earthly reason, on our reluctant return from the old swimming hole. If we didn't cut across the barn-yard up to the spring-house to listen again to the chug of the hydraulic ram whose heart-beats give a copious fountain to the people in the big house on the hill, it was because it was too near supper time and

because we knew the chug would continue till to-morrow.

Then, too, Milt McConkey might come over to town tomorrow to get the mail and he could go with us to the chug-fest. Then he might go with us over there into the grove where the Fourth of July picnic was held and where we had our annual dish of ice cream after listening to the torrid eloquence of Colonel Deavers. We'd probably find Sam Neer and Joe Ervin over there and, as likely as not, Jim Conway. They might be on the platform making speeches or they might be firing cobs at one another from behind trees *a la* other Indians. If Ene Lemon should happen to see us he'd quit hoeing potatoes and we'd help him frame up some excuse for not getting them hoed. Oh, those fellows had vivid imaginations. Why, we'd work on a fairy story until it became a fact as solid as the everlasting hills. What matter if the folks at home seemed incredulous? We simply pitied them because of their ignorance. They hadn't been with us to become imbued with the spirit of the woods as it percolated into our souls while we lay on our backs beneath the trees and gazed into the skyey depths through the filigree of veteran straw-hats. They had passed out of and beyond the boy-world. We couldn't tell them of the spell that held us in silence at the chug of the hydraulic ram. They couldn't understand. So we kept silent. But we knew and the flavor of that blessed free-masonry of boy-hood still abides. You could not tell grown-up people about the circus tumbling at the straw-pile out there at Charley Ropp's. Out there we lived in another world, a world that we all understood without words. Dawson's spring was on the limits of the earth but we visited that en-

chanted spot and even now if we listen we can hear the water laugh under its breath as it ripples over the stones down toward the old saw-mill. Of course, one thrills when the name of Catawba is mentioned.

\* \* \*

HE has almost reached his three-score years and ten, three-fourths of which have been given to the work of education. Thousands of young people have been under his genial influence. Some of these have passed the noontime of life and are busy in the world's affairs, but they never forget the man who helped them when in need, and under whose direction they learned to help themselves. His active career closed a few years since when he turned over the management of the Institution, he built and which is dear to him, to others. For some time his health has not been good but he does not complain and is happy in the thought that this Institution is even more prosperous this year than last. He said a few evenings ago to a friend who has more than once before enjoyed the rare hospitality of his home that the world is so much better than it was when he was a boy and that it is getting better all the time. He still loves a good joke and a clean story and laughs as one, who has kept his heart young in serving others, has a right to do. When he grows reminiscent in describing the days of poverty in his struggling youth, the years of teaching in a country school, the experience of a soldier on many a battlefield, the founding and development of the school he directed for more than a third of a century, it is a delight and inspiration to hear him talk and although never one of his students, the editor of the MONTHLY heartily joins with thousands who have been

thus favored, in wishing health and happiness to a common friend and brother, Dr. H. S. Lehr of Ada.

\* \* \*

THAT suggestion respecting a permanent organization of Ohio teachers for professional improvement and advancement made in his article in the May MONTHLY, has brought to Supt. Van Cleve assurances numerous and cordial of support in the movement. The Secretary of the Executive Committee informs us that he will ask for definite action on the matter at the Put-in-Bay meeting.

\* \* \*

OHIO has improved educationally, beyond all question, along with other states and in advance of some. But no one conversant with the facts will seriously deny that we have some things to learn and many things to do. The Ohio Teachers' Association is the professional organization to take up the problems, learn what is best, and advise what to do. Only give it sufficient financial support and it will do for the schools and the teachers of the state what the N. E. A. is doing for the country at large. Think of the tremendous influence of the Report of the Committee of Ten and the later reports financed by the N. E. A.!

\* \* \*

GEORGE P. BROWN says editorially in "School and Home Education" that the teaching force of Indiana "is an immense influence with the legislature because of the saneness and persistence of its demands, and because of the united action of all educational institutions, public and private." Such words may be said of Ohio if only the Ohio Teachers' Association receive the cordial financial support necessary to put its recommendations, founded on authoritative

inquiries, before the people and the legislature. To quote further: "The State Teachers' Association, led by the superintendent of public instruction formulates a basis for school legislation which is followed by the general assembly in its legislative enactments. This is possible because the educational group is an influential factor in every community, and each battle is won before it begins."

#### THE PLACE FOR TIRED TEACHERS.

In a former issue of the MONTHLY, an account of the Pointe aux Pins, Michigan, Summer School was given. In the advertising department of this number will be found a picture which will introduce to the public the celebrated "Little Wee-Wee" Class of this famous school. Three members of this class live in Ohio, and since all the others have attained eminence in their chosen vocation, it is but natural to assume that they, or at least some of the members of their families, were born in the Buckeye State. It will be noted that they exhibit in plain view the results of their work in the Laboratory of the Summer School, located in a nearby lake.

It is hoped that this picture will lead many of our readers to visit Pointe aux Pins the coming summer. Experience leads us to state that there is no better place, within the reach of Ohio teachers and their friends, to rest, eat, sleep, laugh, fish, swim, row, sail, walk,—in short to have a good, jolly, happy time, than on this beautiful island with its native forest trees, its purest of drinking water, its most invigorating air, and perfect freedom from all malaria and hay fever.

In the midst of the pleasant surroundings in this ideal place, the

tired teacher can forget the worries of the school room and renew her strength for another year's work; the business or professional man can get away from all his harassing cares and be a boy once more; the children can run in the woods or play upon the beautiful beach with perfect freedom and absolute safety, and all mingling together will feel the thrill of renewed life and a keener interest in its problems. Hay fever victims—at this point the writer's sympathies are aroused and he would grow eloquently persuasive, if he knew how,—find at Pointe aux Pins an atmosphere which is death to sneezes and wheezes, and no "land breeze" ever blows to molest or make afraid. Just before the first symptoms are due, take a train or boat for this haven of relief and rest and escape the deluge which is sure to come at home.

If you desire to live in an excellent family hotel with good rooms, table, and service, The Pines will meet all your wants at reasonable rates. If a cottage life is preferred, it is there with all its comforts, and if roughing it in tents is your ideal, the opportunity is awaiting you.

For full particulars and complete information, write E. T. Webb, Pointe aux Pins, Mackinac County, Michigan.

#### THE MOST BELOVED SCHOOL MASTER IN PENNSYLVANIA.

On May 17, the Governor of Pennsylvania, the Mayor of Philadelphia, State Superintendent Schaeffer, City Superintendent Brumbaugh, and the Philadelphia Teachers' Association, gave a reception in the auditorium of the Central High School of that city, to Henry Houck. "the most beloved schoolmaster in Pennsylvania." Probably no other school-

master has ever been so highly honored and surely no one more richly deserved to be the recipient of the esteem and love which are his wherever he is known. He belongs to the Keystone State, but there are many Buckeyes who claim the right to join in the expressions of good will which are pouring in upon this "Apostle of Good Cheer," as he is now directing the affairs of a great Commonwealth as the Secretary of Internal Affairs of Pennsylvania.

While there is general rejoicing among all his friends that he has been called to this high and responsible position, all are saddened at the thought that Henry Houck is no longer a part of the official family of the Department of Education. The following reply of State Superintendent Schaeffer to the letter which tendered Doctor Houck's resignation, is an eloquent tribute to his great work for the schools, and voices the deep feeling which characterizes every one who knows how unselfishly he has served the schools whose welfare will ever be his chief concern:

HARRISBURG, PA., April 30, 1907.

*Hon. Henry Houck.*

DEAR SIR:—I have your letter of the 29th inst., in which you tender your resignation to take effect on the seventh of next month. Whilst I rejoice in the promotion which the people of Pennsylvania have given you, I can not refrain from saying that I accept your resignation with feelings of sincere regret. Your fidelity to duty, your devotion to the public schools, your influence upon legislation, your success in dealing with men in public and private life, your eloquence upon the institute platform, your accuracy as an accountant, your skill as an examiner, your

good cheer as a companion and your wisdom as a counsellor on all questions relating to our schools made your services invaluable and well nigh indispensable to those who have been associated with you in the Department of Public Instruction.

No one can fully estimate the significance of a public career extending over forty years, and the services which a genuine educator like yourself renders to his day and generation. Suffice it to say that the system of teachers' institutes which you helped to establish upon a permanent basis, has been adopted in other states, that your fame as a lecturer has spread from the Atlantic to the Rocky Mountains, that your inexhaustible fund of anecdotes and good humor has made the teachers happier in their work and lessened in number and frequency the tears which flow down the cheeks of the children, and that your kindness, courtesy and loyalty have placed me and many others under lasting obligations and filled our hearts with undying gratitude.

Assuring you that my best wishes follow you to your new field of work as Secretary of Internal Affairs, I am happy to be,

Very sincerely yours,

NATHAN C. SCHAEFFER.

To be selected as the successor of such a man is a high honor which has been most worthily bestowed by Dr. Schaeffer in his appointment of County Superintendent R. B. Teitrick of Brookville, Jefferson County. It has been my happy privilege to serve Supt. Teitrick for four different years, a week at a time, in his county institute, and in that way to learn the force and power of his splendid personality, clear head, big heart, rare executive ability, and no-

ble Christian character. The great work which Henry Houck has directed for nearly half a century has been turned over to one who will carry it on in the same unselfish spirit and loyal devotion to duty.

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#### A TOUR OF EUROPE IN 1908.

For a year and a half I have been interested in the work of the Bureau of University Travel and the more I study the plans, the equipment, and the detailed work of the bureau the more favorably impressed I become. This must be my apology for the use of the "perpendicular pronoun" in this present connection. I have met the manager of the Bureau and have gone into their methods pretty thoroughly. In common with most other people I know of the President, Prof. Powers, and the eminent art critic Lorado Taft. All these things combine to convince me that this Bureau affords prospective tourists to Europe unusual advantages. The wonder is that so much can be given at such reasonable rates. Many Ohio teachers have made the tour with this company and I know that all of them have returned enthusiastic in their praise of the management. A large contingent of Ohio teachers will make the tour with them this summer and I fully expect to hear the same favorable reports upon their return.

It would be easy to write at great length upon the advantages to teachers of a summer trip through Europe, but everybody freely admits this, and hence it is quite unnecessary. Before making the trip myself I felt I must prepare for it by gaining a pretty wide acquaintance with history and literature, but after making the trip I felt that I must reread all the history and all the lit-

erature, so stimulating were the visits to the places of historic and literary interests.

For some time the MONTHLY has been considering a proposition from the Bureau of University Travel to arrange for a party from Ohio to make this tour in the summer of 1908. On May 9 the matter was settled definitely and, therefore, next summer there will be a party under the auspices of the OHIO EDUCATIONAL MONTHLY of which the undersigned will act as leader. I am perfectly clear that no better plan for seeing Europe right was ever proposed to people of moderate means and this conviction is the groundwork of my decision in the matter. There is no occasion, at this time, to enter into details, for these can be dwelt upon later, but it is none too soon to begin to make plans for next summer. A year is none too long time in which to make adequate preparation for all that this trip provides, and this coming vacation will be a good time to begin the work. This announcement is made thus early that the vacation may be utilized.

The Bureau furnishes courses of readings free of cost as well as all necessary information concerning the itinerary. It will be well to send for this pamphlet containing the course of readings at once that the preparation may have point and purpose. This can be had free of cost by addressing THE OHIO EDUCATIONAL MONTHLY, 57 East Main St., Columbus, Ohio.

F. B. PEARSON.

#### EDUCATIONAL NEWS.

— The teachers of Scioto County held their last bi-monthly meeting for the year on May 11. All the

Portsmouth city teachers were present and the attendance from all parts of the county was good. Principal Frank Appel of the Portsmouth High School presided. Papers were read by Miss Cramer and Supt. Hudson of the city schools and the editor of the MONTHLY enjoyed the meeting with the friends and talking to them once more. Great interest was manifested in the debate upon "Good" and "Bad," based upon the article, published in the MONTHLY some time since from Principal Hall of the Mansfield High School, which has aroused so much wholesome discussion in Ohio and other states. Two attorneys, Mark Crawford and Frank Moulton, argued that it was right and just for "Good" to tell on "Bad," while the opposite opinion was defended by Prof. Carl Huber and County Examiner J. H. Finney. Fortunately we are not compelled to sit as judge and decide which side won.

— Eight years of service as superintendent of schools in a growing town with hard problems to solve; high school enrollment more than trebled within that time; new grade buildings erected and a \$75,000 building for high school and grade purposes nearly enclosed and to be dedicated at the opening of school next September; salaries of all teachers liberally increased and placed upon a business basis by the board of education as advised and directed by the superintendent of schools; the superintendent's salary, originally \$800, increased at various times, without any hint or suggestion from him, until it has reached \$1800 — these are a few of the recorded things accomplished by Supt. Wilson Hawkins of Mingo Junction. They are only the outward manifestations of the splendid school spirit

which exists in that busy "mill town" whose people love their schools, whose board of education transacts business in a business manner, always loyally supporting the teachers in their work, and whose superintendent acts upon the belief that the way to secure more salary is to earn it.

— The Portsmouth high school, which we had the pleasure of talking to, May 10, enrolls nearly 300. The presence of the military company which is a marked feature of the school, first suggests the thought that Principal Appel might have brought them with him, when he returned from Kentucky, to act as a body-guard, but such is not the case. It would be hard to find a more peaceful, harmonious, and industrious school and Supt. Hudson is rejoicing in its rapid growth and development.

— Ironton has enjoyed ten years of educational prosperity under the administration of Superintendent S. P. Humphrey and to visit with him and his teachers, even for a few brief hours, as we had the privilege of doing recently, is a joy. The high school is well equipped both in apparatus and well trained teachers and Principal Winters is master of the situation.

— Thousands who have laughed and cried over the stories in "Beside the Bonnie Brier Bush" and "The Days of Auld Lang Syne" — Ian Maclaren's first books — will rejoice to learn of the early publication, by The Sunday School Times Company, Philadelphia, Pa., of "St. Jude's," a new collection of short stories, written during the last year of his life.

— Under the direction of Miss Nellie L. Glover, the pupils of the

Barberton high school, on April 26, rendered the Cantata, "Joan of Arc," in a most successful manner. On May 31, the commencement exercises were held, the graduating class numbering 10 boys and 7 girls. Supt. James M. Carr is closing his first year's work in the schools, which has been very successful. Principal G. M. Kornis is still at the head of the high school which has grown rapidly in both numbers and excellence under his wise administration.

— The Chicago and Northwestern Railway are arranging several Special Trains for the Pacific Coast this summer. One of these is the N. E. A. Special for Ohio and Indiana which is specially advertised in this issue. All teachers and their friends will be interested in this. Another Special will be run to Seattle to the Christian Endeavor Convention. These trains will be personally conducted and will have every convenience and luxury of modern travel. N. M. Breeze, General Agent, Chicago and Northwestern Railway, is always ready to give information of value to travellers. Write him at once at 436 Walnut Street, Cincinnati, Ohio.

— Prof. W. W. Boyd of Ohio State University will conduct a party to the Jamestown Exposition leaving Columbus August 2. The trip will include stop at Richmond, a ride down the James river, up Chesapeake Bay and the Potomac to Washington and other side excursions. The party will be gone two weeks and the expense will be very reasonable. Further particulars may be had by addressing Prof. Boyd at 56 North Monroe Ave., Columbus.

— Principal C. D. Everett of the North High School, Columbus, will be employed during the summer in



the interests of the Columbia Life Insurance Company of Cincinnati in placing an adequate working force in various parts of the State. He is prepared to make teachers who wish it an attractive proposition for summer work. Write him for information.

— Miss Jennie Tribbey has been re-elected principal of the Morrow High School, at an increased salary.

— Miss Maud Carmony, of the Urbana High School, has been elected teacher of Latin in the high school of East Cleveland at a salary of \$1,000.

— Supt. D. E. Black, of Prairie Depot, has been elected to the superintendency at Prospect and Supt. A. B. Jones, of Waldo, to the principalship of the high school at the same place.

— The number of advance memberships to the Ohio Teachers' Association has already gone beyond the five hundred mark and many more will enroll before the meeting at Put-in-Bay. This record is consonant with the general advance movement that is felt in every part of Ohio, and it should be a matter for congratulation on the part of every teacher within our state bounds.

— Supt. F. H. Flickinger, of Cardington, was surprised by his board of education with an increase of \$100 to his salary although he has another year to serve on his contract. The grade teachers with five years' experience, were complimented with an increase of five dollars a month. The work next year will not be less efficient on this account.

— Supt. N. H. Chaney of Youngstown has sent in 135 advance memberships with more to follow. There, brethren, is a record that will

attract attention everywhere. If you want a definition of leadership, just scan the lists that have been sent in and your curiosity will be satisfied. Then, too, it should be recorded that \$10,000 has been added to salaries in Youngstown and it is inspiring to note how beautifully the teachers respond to the salary increase by making a contribution to the State Association.

— The teachers of Ashtabula presented Supt. R. P. Clark a beautiful gold watch valued at \$75, as a token of their esteem and good-will and as a recognition of his noble service for them and for the schools during the past five years.

— The Canton Schoolmasters' Club held the final meeting of the year May 17, with an attendance of eighteen members. The following officers were elected for next year: President, W. S. Ruff; Vice-President, M. G. Marshall; Secretary, Carl H. Myers.

— Supt. W. M. Schumacher, of Deshler, has been re-elected and \$100 added to his salary. Prin. F. H. Croninger, of the high school, also feels the inspiration of re-election at an increased salary.

— If we only had a large bank account, we'd like to send, to every teacher in Ohio, a copy of "Keeping Tryst," by Annie Fellows Johnson, which is published by L. C. Page & Co., Boston, and sells at 50 cents. It is one of the most chaste and delightful little books we have read.

— Gallia County to the fore! That list of advance memberships looms large on the educational horizon and such glorious work will bring joy unspeakable to all who have had a share in it. Then, too, the Columbus list looks well in print.

Cleveland, Cincinnati, Toledo, and Dayton need to look out for their laurels. Supt. Shawan will carry off the banner again this year "if you don't watch out."

— Just glance over the list of advance memberships to the State Association and you will experience a thrill of joy at the great educational awakening that is pervading Ohio. There are 46 teachers in the Delaware schools and 41 of these have sent their names and their dollars to Treasurer Ira C. Painter.

— Luther Burbank, in his noble book, "The Training of the Human Plant," has said things that will keep us thinking all summer, and the thinking will do us all good. This book is published by The Century Co., New York, and the teacher who gets a copy will be glad that we called attention to it.

— Prin. J. E. Shrader, of the Richwood high school has resigned to become a member of the hardware firm of Ross and Shrader.

— Supt. Stanley Lawrence, of Ashville, has been re-elected for two years at \$1,000 which is an increase of \$100. He graduates three girls and eleven boys June 5th.

— The re-election of Supt. Carey Boggess, of Springfield, for a term of years, marks a distinct advance in school matters in that city. He is a man of unblemished reputation and unalloyed character. He doesn't pose but works constantly and works with such a well-defined purpose that when night comes, he can see that an advance has been made. He is never spectacular but is so earnest in his work that he wins and holds the respect of all who know him. He is safe, and that is about the best that can be said of any school man.

Hence it is, that the people of Springfield ought to rejoice that their schools are in his hands for the coming years.

— All the teachers of Richwood who were applicants have been re-elected, Miss Lake and Miss Jones been re-elected for two years. That is worth while.

— Supt. Jas. T. Begg, of Columbus Grove, has been re-elected for two years at increased salary, and Prin. M. L. Altstetter, of the high school, also received a re-election and an increase of salary. Supt. Begg begins his work in the summer school of Lima College June 18.

— Supt. F. B. Bryant, of Richwood, after five years of efficient service, has been re-elected for a term of two years.

— John Ogden, who formerly shone with splendor in educational affairs in Ohio, is now living at Seattle, Wash., at 136 32nd Ave.

— Miss Clara Herr has resigned as supervisor of music and drawing at Richwood, to accept a like position at Mingo Junction.

— Two pupils in an Ohio high school in answering the question, "What special privileges have Congressmen?" wrote as follows; "Congressmen are free from arrest, except in case of treason, felony, or Breach of Promise," and "Congressmen are free from arrest except in case of arson, felony and other crimes, and misdemeanors committed on the high seas."

→ Elsewhere will be found a statement relative to the *Monthly* tour to Europe next summer. The editors are quite willing to go on record in stating that the Bureau of University Travel promises great

things for this trip and always make the trip surpass the promises.

— We are glad to present to our readers a cut of Supt. C. W. Cookson, of Troy, whose re-election we noted in our May number. It is always pleasant to emphasize the

but if he has in him the qualities of Mr. Cookson, his dreams will come true all in good time. It took a siege of ten years to capture ancient Troy, but this modern Troy capitulated in a few brief months and the best of it all is everybody is happy.



SUPT. C. W. COOKSON.

work and worth of such a man as Supt. Cookson and to point to him as living evidence of the fact that hard work, fidelity to high standards, and indomitable perseverance will eventually win. The young man teaching the district schools thinks it a far cry to a superintendency at \$1,800 or \$2,000 a year,

— We hope that our readers will read "Keeping Tryst" which is published by L. C. Page & Co., Boston, and "The Training of the Human Plant," by Luther Burbank, which is published by The Century Co., New York. The former sells for 50 cents and the latter for \$1.00. Those who read, these two books will be

anxious to have their friends read them and hence they will circulate freely all summer long.

— The name of W. E. Kershner, Business Manager of the Ohio Teachers' Reading Circle, is known to thousands of teachers in Ohio,

work each day and then another day's work after hours if it becomes necessary. He does not work by the clock but continues till the task is done. His administration of O. T. R. C. affairs has been most wholesome and his plans for the future



W. E. KERSHNER.

but to many of them he seems a vague, faraway, mythical person, for the reason that they have never seen him. For the benefit of such we are pleased to publish a cut of the gentleman and to assure our readers that he is no myth but a real, wide-awake, three-meals-a-day (more if possible) man who does a full day's

are as wide as Ohio. May his hope for 12,000 members of the O. T. R. C. next year be realized.

— Supt. H. A. Cassidy, of Lancaster, has been re-elected for a term of two years and there is a deep feeling of joy among the people. Progress is the watchword in Lancaster and the people have come to

realize that Supt. Cassidy is admirably fitted to help them to realize their ideals in school work. His work may be characterized as conservatively aggressive, but he makes progress every day, the sort of progress that is evident to all who take an interest in school matters. He never travels in a balloon, but is always on the ground working with and for teachers, pupils, and people.

—Supt. T. F. Leonard, of Mt. Sterling, will attend Ohio State University during the summer term and all of next year in order to fit himself for the large field of usefulness that surely awaits him.

—After four years of excellent service in the schools of Rockford, Supt. J. H. Barnett has been re-elected for two years at a nice increase in salary. The entire corps was re-elected also as follows: S. Cotterman, W. A. Hart, Miss Emma Mussulman, Miss Ethel Layland, Miss Frances Smith, Miss Minnie Hileman, Miss Clara Penn.

—Supt. C. L. Leahy, of Blanchester has the satisfaction of knowing that the schools are popular with the outlying territory as is evidenced by the fact that the foreign tuition the past year was \$1,320.

—The maximum salary in Rayen High School, Youngstown, for men is \$1,500 and for women \$1,100. All but three of the teachers have reached the maximum.

—Supt. F. E. Rinehart, of West Alexandria, is feeling quite comfortable. His high school has been raised to first grade by commissioner Jones and placed on the recognized list by Ohio State University. Then the board of education re-elected the entire corps giving each one an increase in salary. The teachers from

first to sixth grade will receive \$55 next year. C. F. Lesh, teacher of seventh and eighth grades, \$65, Miss Clara Smith, assistant in high school, \$75, and Supt. Rinehart, \$100.

—Supt. J. L. Steiner, of Beaver Dam, declined a reelection and has been elected at Rawson at a salary in advance of what he has received. His place has been filled by the election of Supt. E. Hawley, of Latty. Supt. Steiner has been at Kelly's Island since the close of his school finishing out the school year for Supt. Archer who has been sick.

—Supt. W. A. Hiscox, of Hudson, after a most successful year, has been re-elected with a handsome increase of salary.

—Supt. J. J. Richeson, of Lee's Creek is devoting his vacation to advanced study in Ohio University, and is the sort of man to derive great profit from the work. He is one of the coming young men of Ohio.

—Miss Ethelyn D. McNaughton has resigned her position in the Middleport high school, to accept a position as teacher of French in the Girls' Seminary at Winona, Ind.

—If you read "Keeping Tryst" you will have a good taste in your heart for many days and then you will read it again.

—Supt. L. J. Bennett, of Covington, graduated a class of 23 on May 23,—a sort of "23" occasion—and Dean Minnich made one of his ringing addresses. A chorus of 85 furnished fine music under the direction of Miss Frances Bowdle. In addition to all this, Supt. Bennett has been elected for two years and his salary increased to \$1,200.

—Supt. L. C. Dick, of West Jefferson, will spend the month of

August visiting institutes in Ohio disseminating good cheer and information relating to Antioch College.

— Supt. C. L. Van Cleve of Mansfield has been elected to the superintendency at Toledo for a term of four years at a salary of \$4,000 for

art of vacillating where principle is at stake nor the art of being on both sides of a question at the same time. He is sometimes criticized but when this happens everybody who knows him concludes at once that he has been making some advance move-



SUPT. C. L. VAN CLEVE.

the first two years and \$4,500 for the next two. There is small need to tell our readers that he is a strong school man for that is known to all who are at all conversant with school conditions in Ohio. He stands for the best things and always stands on both feet. He is a man of positive convictions and has never learned the

ments and has thus disturbed the serenity of the ultra-conservatives. In all his work he is ably seconded by Mrs. Van Cleve who is a lady of fine culture and splendid attainments. Their home life is ideal and it is a boon to any community to enroll such a family among its members. In this election Toledo has honored

herself in honoring Supt. Van Cleve and we are glad to see that the salary has been made high enough to give him freedom of mind in working out the school problems of this large and growing city. These problems will be many but Supt. Van Cleve has clear vision, a strong hand, and a warm heart and these qualities will redound to the glory of Toledo schools.

— A tour of Europe in 1908 is one of the events of a life-time and is well worth some sacrifices scattered along throughout a whole year.

— Supt. A. C. Alleshouse, of Huron, has been re-elected for two years, all the teachers have been re-elected, laboratory equipment has been increased by \$300, about sixty dollars worth of books added to the library, and the high school can almost have the "First Grade" attached to it. Supt. Alleshouse will attend Chicago University during vacation.

— Wauseon graduated a class of nineteen on May 28. Supt. C. J. Biery has closed his sixth year and is happy over the rapidly increasing high school attendance, and the prospects of a new high school building which was recently provided for by a vote of the people. With a progressive Board of Education, loyal and competent teachers, and a superintendent whose whole life is devoted to the success of the schools, Wauseon is fortunate, indeed.

— The schools of Worthington and of Sharon Township entertained their patrons with a reception Saturday evening at 7:30, April 27. The teachers, assisted by the children received. About five hundred people attended. The hall was artistically decorated with foliage, bunting and

flags, and during the evening the high school band and Girls' Glee Club entertained with music. Miss Mary Alice Stein, a teacher, gave the address of welcome. It was brilliant, humorous and well delivered. The response was made by Mr. McGinnis and was pleasing to the audience. After this short program was rendered, ice cream, cake and fudge was served by the children. Punch was served also. This reception is unique in school affairs, for seldom is such a thing attempted. But the success and appreciation of this, shows that it is well worth while to attempt something of this sort.

— Supt. A. L. Gantz of Reynoldsburg has been re-elected and his salary increased to \$1,100, an increase of \$100. It is a fine stroke of business on the part of the board to get a \$1,500 man for \$1,100. They might add the \$400 thus saved to the salaries of the other teachers.

— Houghton, Mifflin & Co., of Boston have just published a good edition of Lamb's *Essays of Elia* (selected) which may be had in paper at 30 cents, and in cloth at 40 cents, postpaid.

— The Knox County teachers met at Mt. Vernon, May 18, and had an excellent meeting. Prin. R. E. Offenbauer spoke on "History and the Peace Conference," Prin. Katherine B. Fordney on "The Principal Thing," and Supt. C. L. Van Cleve on "The Pedagogy of Jesus."

— The more we know of Supt. J. S. Johnson of Salem the more we esteem him, and no one needs to be told that he is one of the strong school men of Ohio. He is a graduate of De Pauw University and after teaching three years in the preparatory department of that institu-

tion he studied a year in Europe. In 1897 he came to Salem as teacher of Latin, was advanced to the principalship of the high school and then to the superintendency. His growth has been steadily upward and outward and no one ever looks into

— Supt. J. E. Collins of Fremont has been re-elected for a term of three years, thus fulfilling the optimistic predictions that were made by all who know him when elected to that position. The same qualities of hard work and perseverance that



SUPT. J. E. COLLINS.

school affairs at Salem without the conviction that the superintendent is a master in his line. In him the *fortiter in re* and the *suaviter in modo* are combined most harmoniously. The acumen of the statesman, the learning of the scholar, and the grace of the cultured gentleman are among his most pronounced characteristics.

have characterized his entire professional career have already won for him an exalted place in the esteem of the people of Fremont. They have found him genuine and want more. Of course he was once a country teacher, then superintendent at Peebles, West Union, and Batavia organizing the schools in Batavia township. In each of these places he re-



ceived the highest salary ever paid and was always re-elected unanimously. He has both life certificates, is a graduate of Lebanon, and Delaware, and spent last summer at Harvard. He has taught in various summer schools including Miami University. All this is given merely to emphasize the fact that he is alive and alert. With him today is the great fact to be dealt with and he deals with it with the art of the master. Moreover, he always works with a purpose and that is to make the schools over which he presides the very best possible. With him there is no thought of letting well enough alone but the well enough of today must be made better tomorrow. His life is as open as the day and blessed are the teachers and the children who have such a man at the head of the schools.

—Supt. J. B. Vining of Edison is reaching after the palm in the matter of tardiness. Last year in the entire school he had but four cases of tardiness and this year but one. There are 120 pupils and they have nine months. In the high school, intermediate, and grammar departments, not a single case of tardiness in two years as all the tardiness has occurred in the primary department. Coshocton, Van Wert, and Hillsboro papers please copy.

—Dr. Alfred Dachnowski, Instructor in Chemistry and Biology at the Michigan Military Academy, has been elected to a position in the department of forestry in the Ohio State University. Dr. Dachnowski has had a thorough training in scientific research in Vienna, Berlin, and the University of Michigan, receiving the degree Ph. D. from the latter institution in 1906. In addition to his study and a wide experience in

teaching, he has been engaged for the last year or more in an experimental study of soil and plant conditions in northern Michigan under the employ of the Government.

—The names of the Lorain high school teachers for next year are here given with salary of each: Prin. D. J. Boone \$1500, C. S. Kelser \$1100, H. C. Marshall \$1100, Frank Whitehouse \$1000, Miss Rosa V. Cobb \$900, Miss Edith M. Wilkes \$900, Miss Lucile Shoemaker \$900, Miss Delia Richards \$800, Miss Cora M. Welday \$800, Miss Elizabeth N. Beebe \$800, J. O. Welday \$1150. The increase in salaries for next year amounts to \$1225.

—Supt. C. M. Carrick after six years of most efficient service has been re-elected for a term of three years and his salary increased to \$1200. There is so much pleasure in writing such a news item as this that the old stub pen seems to renew its youth and ambles along as if oiled.

—The oratorical contest at St. Mary's, May 17, resulted in a victory for Findlay, with Ada in second place, and Kenton third.

—The *Cauldron* which is published by the pupils of the Warren high school is one of the most artistic school publications we have seen, and it is evident that somebody in that school has excellent taste in such matters.

—Supt. C. A. Arganbright of Bluffton has been re-elected and \$200 added to his salary. He has made good in a very emphatic way. The high school enrolls 105 this year, an increase of 25 over last year; and next year they will have another teacher added to the corps. All of which is good, yea, very good.

—Supt. R. J. Kiefer of Upper Sandusky has been re-elected for a term of three years and he richly deserves the honor. The secret of his success lies in the fact that he works all the while and is so busy that he has no time to rest upon his laurels or even dwell upon past achievements. Country school, Attica,

a man who has good sense to begin with and the net result is a scholarly product of a high degree of fineness. This describes Supt. Kiefer to a nicety. He is a man among men, a man to whom others are attracted because he stands for the best things. He is a man with whom other men are glad to be classed and such a



SUPT. R. J. KIEFER.

Clyde, Upper Sandusky. This is one side of the story. The other is told in merely mentioning Ada, Heidelberg, Chicago University and two life certificates. He graduated at Ada in the scientific course in 1893, then in the classical course at Heidelberg in 1902, and has done summer work at Chicago in Psychology, School Administration and Supervision. Give this extent of training to

man, therefore, is the sort of superintendent people want for their schools. People know that he is a safe leader and are glad every day that their children may enjoy the inspiring presence and work of such a superintendent.

—Supt. F. S. Coultrap of Athens has been re-elected for a term of two years and this news will occasion no surprise. They graduate a

class of 30 this year making 131 graduates in the past five years. Supt. Coultrap has seen the high school increase four hundred per cent. The new high school building will be ready by September, it is hoped.

— E. W. Harvey has taken up the work in Ohio for D. C. Heath & Co. of Chicago, having come from a very successful career in New Jersey. As he is a native of Ohio and a graduate of Ohio State University he is but returning home in assuming this work.

— Miss Ethel McDonald who has taught one year at Dublin has been elected to a position in the high school at Clintonville.

— Prin. J. I. Miller of the Delphos high school relinquishes school work at the end of this year to take up the work of County Surveyor, and the profession thus loses a good man.

— I. F. Madison graduates from Ohio State University and already has been elected to the principalship of the high school at Delphos. He formerly taught at Upper Sandusky and Supt. Shimp knows his worth.

— Supt. V. T. Sheets of Radnor is a connoisseur of ancient relics. In his collection is a homespun, hand-made coat which was worn by Lieut. Hillman who served with Washington.

— Supt. J. A. Greulach of Convoy had six graduates this year, all the teachers have been re-elected and their salaries increased, the school year has been lengthened to nine months, there were 45 pupils who received certificates for work done in the reading circle, they received books of the value of \$51 as prem-

iums at the county fair last year and will have another display this year, and they all think they have an excellent board of education. There doesn't seem to be anything wrong at Convoy.

— Prof. Taylor of Decatur, Ill. will deliver the commencement address at O. S. N. C., Oxford, Ohio, on Monday afternoon, June 17.

— About 75 students were enrolled at O. S. N. C. at Oxford in the special 12 weeks' course for township teachers.

— Mrs. Frances Richards will deliver an address before the Teachers' Association at Marietta, Friday, May 31st.

— Prof. George Hoke has returned from his studies abroad and will conduct classes during the summer term at Miami University.

— Prin. H. M. Carpenter of Mingo Junction, in charge of the Harmony Building at that place, is the new county examiner appointed in place of D. W. Matlack, recently deceased.

— At the annual oratorical contest at Bowling Green, May 10, Miss Mabel Johnson of the Hicksville high school won first place, Donald Switzer of Defiance second, and Miss Alma Ketterer of Sandusky, third.

— Supt. J. R. Clarke of Mad River Township, Clark Co. schools eclipsed himself in his commencement program this year. The people have discovered that he always has something worth while and this year fully 500 people attended, many of them driving miles through the rain. It is just such a man and such work that will make township supervision popular.

—Supt. Wm. Walter of Rushville has been elected to the principalship of Crawfis Institute as the worthy successor of Prin. Wm. J. Dum. Supt. Walter is one of the elect and his administration will be of the right sort. Crawfis Institute is situated about four miles south of Lancaster and is one of the most picturesque spots in Ohio.

—Supt. R. H. Nichols of Hanover has resigned his position in order to continue his college work and Supt. C. W. Gunion of Appleton has been elected to the vacancy.

—The Cincinnati Board of Education has increased the salary of Principal Coy of Hughes High School to \$3,000. Prin. Harris of Walnut Hills to \$2,800, and Principal Lyon of Woodward to \$2,600.

—Supt. J. M. Reason of the Olive Branch high school graduated a class of six, May 7. The Modjeska Quartette furnished the music.

—Supt. W. T. Morgan of Bourneville graduated a class of seven, May 2. The address of the evening was given by Prof. C. M. Copeland and the diplomas presented by Supt. Morgan.

—J. C. Hambleton of East High School, Columbus, will devote his summer vacation to the work of Deputy Orchard Inspector under the general supervision of the State Board of Agriculture.

—The Southwestern Ohio Association met at Hamilton April 27, and, as usual, there was a large attendance. The first paper was by Miss Myrtle Clapp of the Greenville high school whose subject was "English in the Secondary School." This was followed with an address by Dr. John Withrow of the Cincinnati

board of education on "Modern School Construction." In the afternoon Prin. George Buck of Dayton spoke on "The Public School and Efficient Citizenship" and this was followed by an address by President S. D. Fess of Antioch College. All these addresses were excellent and together formed a combination of excellence that could not easily be surpassed. The meeting was accounted one of the very best that the association has ever held.

—The remodeled school building at Napoleon is a model for convenience and elegance. There are forty-five rooms in all, and these are all admirably adapted for school purposes. The work of remodeling cost \$45,000, but now that the building is completed, no one has a twinge of regret that the work was undertaken. The *Signal* commenting upon the exercises incident to dedication says:

The program was a most interesting one. The singing by the different grades was a treat in itself, showing that the Board had made no mistake when it obtained the services of Miss Perry as a teacher in music. Dr. Thompson spoke for one hour on the subject of "Education," and really it was too bad that every taxpayer in the school district could not have been present to hear him for they would have been glad of the chance to help pay for the most important enterprise in our midst, after listening to his eloquent talk. We have heard many addresses on the line of education but never one quite so interesting and instructive as Dr. Thompson's.

—Supt. John H. Focht of Canal Fulton, after fifteen years of faithful service has been re-elected as was altogether natural.

— The following officers were elected at the meeting of the South-western Association at Hamilton, April 27: President, Prof. T. L. Feeny, Oxford; Secretary, Miss Marie Snively, Seven Mile; Treas-

Steubenville, died at his home April 26, and was laid to rest on the 28th amid flowers, tears, and benedictions. He was a good man and did his work faithfully. He had deep convictions and was ever true to them. The



D. W. MATLACK.

urer, Supt. O. M. Soule, Franklin; Ex. Com., C. L. Woolford, Hamilton; Prin. S. T. Logan, Cincinnati; Supt. J. R. Beachler, Eaton, and Prin. George Buck, Dayton.

— D. W. Matlack, for many years principal of the Stanton School,

years will come and go, but in the hearts of men and women all over our land will abide a reverence for this friend, this teacher, this man.

— The Muskingum teachers in large numbers met at Zanesville, April 27, and had a day of rare

pleasure and profit. President J. S. McGinnis knows how to marshal the forces in good style. Mr. George Sprau of the Zanesville high school gave an address on "The Unplanned Lesson," which captivated the audience. He might well have borrowed Emerson's caption "The Oversoul." The boys of Supt. J. W. Frazier's school gave a motion song that was unique, and Prof. C. H. Mohler regaled the teachers with violin music that was a positive delight. In the afternoon Supt. J. D. Simkins gave one of those sane, practical addresses for which he is so well known. Between whiles Prin. Ira C. Painter was busy enrolling advance members to the State Association.

— Supt. M. E. Gray of Reesville, will graduate a class of three, May 11, and Supt. J. W. Jones will deliver the class address.

— Supt. H. E. Denig and Prin. H. H. Reighley of Manchester graduated a class of nine, May 23. Supt. J. W. Jones of the D. & D. Institution, Columbus, presented the diplomas.

— Supt. C. M. Boord of Powell, graduated a class of six girls, May 3. The class address was given by Hon. H. W. Crist of Delaware and the music by the Ionic Quartette of Ohio Wesleyan.

— It will bring joy to our readers to learn that Supt. R. W. Solomon of Cuyahoga Falls has so improved in health that he is able to resume his work and thus round out the work of the year.

— Supt. J. M. Davis, of Somerset, has had a very successful year and has been re-elected at a nice increase in salary. His graduating class, June 4, is composed of five boys and five girls.

— The bond issue for a \$35,000 school building at Wapakoneta carried by a good majority and Supt. Helter is feeling right comfortable, thank you.

— Supt. J. M. Carr and Prin. Geo. M. Kornis of Barberton have both been honored with re-election and the salaries of both have been substantially increased. Thus the good work goes right on.

— J. H. Rowland, formerly with the American Book Company, has taken the agency in Ohio for Silver, Burdette & Co.

— Prin. H. H. Frazier of the Tiffin high school is elated and very naturally, that, as O. T. R. C. Secretary, he has enrolled every teacher in Seneca County. Each township, city and village has had an organization and the work has been well done. No one can do other than congratulate Mr. Frazier and all the teachers of this county most heartily.

— Walter C. Campbell, '07, Wooster, has been elected superintendent of the Le Roy schools at a salary of \$1,125. He was the last man in a field of fifty-four in making his application, but first when they came out. Mr. Campbell is a strong man, and Le Roy is subject to congratulations.

— Supt. W. M. Liggett closed a very successful year at Martinsburg, May 3, his first experience in teaching. That he was re-employed and salary increased for the coming year speaks for itself. Prof. J. G. Black, of Wooster, delivered his class address.

— The Alumnae banquet O. S. N. C., Oxford will be held June 17 at 4 P. M. in Hepburn Hall. A large attendance is expected.

— Supt. F. H. Kendall of Painesville has been re-elected for a term of three years by unanimous action of the board of education. His work in the five years of service as superintendent has borne such noble fruit that the people see that he has given a good account of his stewardship and are anxious for a continuation. The local paper comments upon his

maintain this high degree of efficiency was shown by the board's unusual action of electing a superintendent for a term of three years."

—Prof. Whitcomb and Miss Alice Robinson of Miami University, Department of Manual Arts, attended the Convention of Drawing Supervisors at Cleveland.



SUPT. F. H. KENDALL.

re-election in this very favorable way: "This action by the board voices the sentiment of the people of Painesville who are well pleased with the way Mr. Kendall has administered the affairs of the office. Since he has assumed the duties of superintendent the progress in the work of the schools has been noticable, the standard has been steadily raised and the morale has never been better. The confidence of public and school board in Mr. Kendall's ability to

— Supt. C. R. Titlow of Bellbrook has issued a neostyle statement of the Arbor Day program in each district of the township over which he presides, giving character of exercises, names of trees and flowers planted, and names of visitors at each school. The teachers who arranged all these good things are, Mrs. McKeever, Miss Darst, Miss Robinson, Mrs. Jensen, Miss De Barr, Miss Edelman, and Miss Woodruff.

—That good soul, Supt. T. J. Williams, of Pemberville, just keeps on doing things. His board reciprocated with a two year election and an increase of \$50 for the first year and \$100 for the second.

—It pays to be good. Supt. C. E. Oliver, of East Palestine, is a living example. He is bringing a fine year to a close, and when he starts in next fall with a two-year reelection it will be with his salary increased to \$1,400. Now doesn't it pay to be good?

—Miss Mary Grove, '07, of Wooster, has been elected to a position in the Pandora high school for the coming year. Superintendent-elect Steiner knows a good teacher and is to be congratulated on securing Miss Grove.

—Earl D. Kissner, who graduates from the preparatory department of Wooster in June, has been elected to the superintendency of the East Mecca schools at \$70, and he is worth it, too, and then some.

—Supt. J. A. Lehmann, of the Cadiz schools, has resigned to take up the study of medicine. He has made a fine record in his work and the profession is sorry to lose him from its ranks.

—Mr. E. H. Griggs delivered a series of six evening lectures on "Moral Reformers" to large audiences at Miami University during April that were greatly enjoyed by all who were so fortunate as to hear him.

—Her host of Ohio friends will be glad to learn at their recent meeting the regents of the Eastern Kentucky State Normal School increased the salary of Miss Lena G. Roling to \$1,200.

—Miss Mary G. Swerer, '07, at Wooster, has been chosen to a high school position in the La Grange schools for the coming year. Miss Agnes Braden, of the same class, has accepted a place in the Gustavus high school. Both will make splendid teachers.

—Supt. A. C. Alleshouse, of Huron, has been "recalled" and salary raised to the even thousand. He is making things move just right.

—Dean H. C. Minnich has been in great demand during the past few weeks in addressing graduating classes throughout the state as his experience as an educator makes his addresses of practical value.

—Miss Maud Summers of Boston is conducting the Training Department at O. S. N. C. in the absence of Miss Logan in Europe.

—The teachers of Sidney gave a complimentary dinner to Supt. H. R. McVay, May 3, which proved to be an event of more than ordinary interest to the cause of education. The teachers know full well what good things Supt. McVay has done for the schools and were eager to show him some token of their grateful appreciation. The toastmaster was Prin. Lee A. Dollinger who more than eclipsed himself in this role. Response to toasts were given by Andrew J. Hess, President of the Board of Education, Miss Charlotte M. Lakin, and Miss Gene Keating, Miss Johnson and Miss Gartley. The honored guest, of course, was called upon and made a short address that came from the heart.

—Supt. J. E. Ring of Gnadenhutten has had a very successful year and the people have come to know him as a man thoroughly devoted to the interests of the schools.



— Supt. L. E. York of Barnesville has been elected superintendent at Martin's Ferry at a salary of \$2,000 for a term of two years. While there

moved up the line steadily but without ostentation. His experience has been gained at Randolph, Garfield, Newton Falls, Kingsville, and



SUPT. L. E. YORK.

were many applicants Supt. York was the only candidate considered and this fact must stand to his credit. The Board had had ample opportunity to know of his work and in this they could find no flaw. He has

Barnesville, each change being a promotion. He received his education at Allegheny College, Mt. Union, King's School of Oratory, and Clark University. He holds both life certificates. He is engaged for insti-

tute work this year in Huron, Morrow, Medina, and Paulding counties and for seven commencement addresses. He has steadily become a larger and larger factor in educational affairs of Ohio until now he takes high rank. The moral is obvious. He has done his work well wherever he has been and has always had the true professional spirit. His great ambition has ever been to surpass himself rather than others and this ambition has incited him to the greatest degree of industry. He is genial but is always in dead earnest. He is ever alert to the good things about him and weaves them into the web of his own work. He is a clean, wholesome, sane, safe man, and the schools of Martin's Ferry will at once feel the inspiring influence of his presence and work.

—Supt. W. R. Butcher of St. Clairsville has been elected to the superintendency at Barnesville and will prove a worthy successor to Supt. York. His great success as leader of the O. T. R. C. forces in Belmont County has shown him to be a real leader in whom the teachers have great confidence. He can think out good things to do and then work them out to a happy conclusion. The people of Barnesville have great cause for congratulation that their schools are to be directed by such a man as Supt. Butcher.

—Supt. E. T. Osborn of Summit Station has been re-elected, his salary increased, another teacher added to the high school, and the new building to be ready by September. This is really Gospel measure.

—Miss Mabel Kutz has given excellent satisfaction in her high school work at East Palestine as her reelection at an increased salary abundantly proves.

—The Wood County hosts met at Bowling Green, April 27, and had an excellent meeting. The speakers were Supt. W. S. Idle, Supt. H. E. Hall, Supt. T. J. Williams, Miss Marie Lee Warner, Supt. E. H. Brown, Supt. M. R. Hammond and Supt. S. H. Layton of Fostoria who gave two addresses.

—Prin. H. G. Coffman of the Ottawa high school will discontinue school work at the end of the present year to assume the position of Manager of Agents in the Dayton district of the Midland Mutual Life Insurance Company of which Dr. W. O. Thompson is President.

—For three years no commencement exercises have been held in connection with the public schools of Ada but in the meantime a high school with a four years' course has been developed, the last year's work being done by the Ohio Normal University. Judging from the exercises of the commencement held April 25, the large class of twenty-five, the first to graduate under the revised course of study, are all worthy of the diplomas presented to them. Supt. Vogenitz, his assistant teachers, the Board of Education, the pupils and patrons of the school are all to be congratulated on the extension of the course of study and the character of the work done. Now, if the school year can be lengthened at least another month, Ada can take her rightful place in the educational system of the state.

—Supt. Denig, Prin. Reighley and assistant Miss Lizzie Lang of Manchester are all greatly elated over the success of the recent school exhibit. There were 461 visitors to the schools and the event was well and fully written up in the local papers. It pays to keep doing things.

— The returns are in from Hillsboro, and Coshocton and Van Wert are pushed off the map. There are 900 pupils and last month not a single case of tardiness. Besides Mrs. Marks and Mr. Lamonda had no absence. The high school enrolls 164, of whom 27 graduate. There are 450 taking pupils' reading course and the entire corps of 28 teachers are members of the O. T. R. C.

years Mr. Cromer has made this the largest in Ohio and one of the five largest in the United States. The attendance taxes to the utmost, all available transportation facilities. Even thus early there are fifty cottages and four hundred and fifteen tents rented for the season which opens July 19. This is 150 tents in excess of the number last year. The list of speakers for this year includes



A CHAUTAUQUA CAMP SCENE TENT.

— F. Gillum Cromer, President of the Miami Valley Chautauqua, has achieved remarkable success in this important work. For twenty years he was superintendent of schools at Union City, Greenville, and Franklin and is thoroughly conversant with educational movements and the needs of teachers and patrons. This knowledge is valuable to him in his present work and the courses at the annual sessions of the Chautauqua show great breadth and variety. In five

many of the best to be found anywhere and the program will be one of great excellence. It is pleasant to note what a success one of our school men has made and is making in this work. He is the brains and the soul of this great activity and his power is felt in every feature. But in all this he is quiet and unobtrusive and all the more effective on that account. With almost a mile of river frontage the location is ideal and all the natural advantages are utilized to the

utmost. Every feature of the program shows that it was inspired by a man who has high ideals and who believes that education, at its best, can be made attractive and, also, that the highest form of enjoyment is that which contributes to developing the mind and soul.

— The high schools of Chillicothe, Circleville, Washington C. H., Lancaster and New Lexington held an oratorical contest at Logan, May 3. The judges were Supt. F. S. Coultrap, Athens; Supt. Wm. McK. Vance, Delaware, and Supt. J. D. Simkins, Newark, who awarded first place to Circleville. The prize was a Webster's International Dictionary and the recipient was Evan Reichelderfer. The beautiful loving cup now becomes the property of the Circleville high school since this school has won it the second time. Prin. T. O. Williams and the teachers of Circleville are bearing their honors with becoming fortitude.

— Supt. E. C. Hedrick of Clarksburg is achieving large success in his field. In two years he has collected a library of four hundred volumes and a large amount of apparatus. He graduated a class of eleven whose commencement work showed the right sort of preparation. There could be no mistaking the fact that they had been well taught.

— The laying of the cornerstone of the new high school building at Middletown, April 30, was an event that will long be remembered. There was a procession of school children, music by the High School Glee Club, led by Miss Zoe L. Decker, addresses by Chas. W. Kerr, President of the Board, Hon. J. E. Harding and Hon. Ben Harwitz, and a crowd of people whose pleasure was without alloy. It

was a great day for Middletown and for the schools.

— The following elections at New Holland occurred April 24: Supt. G. A. Bricker, \$900; Prin. Miss Carrie Beach, \$540; Grammar department, Miss Ethel Welch, \$450; Mrs. Mary G. Allen, \$450; Primary department, Miss Mento Harmount, \$450; Miss Bertha Beach, \$450.

— Supt. E. E. Smock of Dresden, Supt. A. B. Jones of Waldo, and Supt. Wm. McK. Vance of Delaware gave the Marion County teachers excellent addresses April 13. There was good music interspersed which the unusually large audience greatly enjoyed.

— Supt. John S. Alan of Mt. Vernon has been re-elected for a term of three years at an annual salary of \$2,000. There is no occasion to repeat what has already been said in the MONTHLY, relative to Supt. Alan as a school man, but it is pleasant to see our judgment of him so abundantly confirmed by the Board of Education.

— The subject of Agriculture is an integral part of the course of study in the following schools: Woodstock, Grove City, Pataskala, West Manchester, Sidney, and Wharton. In township high schools, also, in the following counties: Ashtabula 2, Geauga 2, Portage 1, Clark 2, Greene 4, Putnam 4, Cuyahoga 1, Henry 1, Summit 2, Darke 1, Lake 2, Trumbull 2, Fairfield 2, Lucas 1, Wayne 1, Fayette 1, Montgomery 1, Wood 1, Franklin 4, Perry 1, Union 1, Fulton 1, Pickaway 1.

— Supt. E. W. Patterson of Greenfield has had a very successful year which is shown by the fact that he has been re-elected for a term of two years.

— Supt. C. A. Krout of Tiffin has been re-elected for a term of five years. In the first place this means that he has been eminently successful and that he has won the confidence of the board of education and of the

ties. We always like to emphasize this fact to encourage those who now teach in these same schools. He graduated from Wittenberg in 1887. Then was superintendent at New Burlington two years, then prin-



SUPT. C. A. KROUT.

people. In the next place it means he will be able to plan his work far ahead and that will make for the progress and prosperity of the schools. Like many other successful school men of Ohio, Supt. Krout began his teaching in the country schools of Knox and Morrow coun-

ties. We always like to emphasize this fact to encourage those who now teach in these same schools. He graduated from Wittenberg in 1887. Then was superintendent at New Burlington two years, then principal of the Tiffin high school ten years, and has now served seven years as superintendent. This career is eloquent proof of his progressiveness and of his fidelity to duty as he sees it. The people of Tiffin have had ample opportunity to test the man in the seventeen years he has

served them and he has not been found wanting. On the contrary, they have found him ringing true at every test with no base metal or alloy in his composition. He knows what good school work is and is ever ready to commend such work in every school. His sincere sympathy with the teacher in her daily tasks has revealed to all the teachers that they have in him a wise counsellor and a faithful friend. We most heartily congratulate him upon the signal honor that has been conferred upon him by the board of education.

— Prin. Ray Harris of the Greenfield high school in four years has seen the school grow from 48 to 120 with good prospects of 140 next year. The laboratory equipment has been increased by several thousand dollars worth and the teaching force has grown from three to six. The next move will be a new building.

— Ed. A. Zinninger, who contributes to our symposium in this issue has been teaching in village and district schools in Ohio for thirty-one years and certainly is qualified to speak on the subject.

— Supt. J. E. Ockerman of Woodville has been unanimously re-elected for another year at a salary of \$1,000, an increase of \$100. The services of Mr. Ockerman have been highly appreciated as is evidenced by this voluntary increase of salary by his Board of Education.

— Prin. T. Otto Williams of Circleville has been elected to the principalship of the high school at Newark. As there were seventy-four applicants this election comes as a distinct honor, an honor moreover, that is altogether merited. He is a man of the highest integrity and a master in high school management.

His administration will be eminently successful from the very beginning.

— The teachers of Hamilton County met in large numbers at Cincinnati May 11, and listened to an excellent address by Supt. W. Cadman of Norwood on "A summer in the Tropics" and another by Miss Grace A. Greene of Dayton on "The School of the Future." The high school pupils of Lockland furnished a delightful feature to the excellent program.

— Supt. F. H. Warren of Hillsboro is very much gratified at the result of their experiment with manual training. It was begun in the seventh and eighth grades this year and everybody likes it.

— Prin. Wm. B. Guiteau read the paper of the evening May 25 upon the occasion of the organization of the Northwestern Schoolmasters' Club at Toledo.

— The commencement program at Mason, May 16, under the direction of Supt. J. L. Cadwallader was unique in that all the subjects had reference to the history of Ohio. This sort of program has meat and drink in it for our young people all of whom should be conversant with the main features of the history of their native state. The subjects were as follows: "Ordinance of 1787," "Land Grants," "Building the State," "Fort Ancient," "Blennerhasset," "Educational Institutions," "Underground Railroads," "Resources," "Three Military Stars," "Thomas Corwin."

— Supt. C. A. Wilson of Carthage has been re-elected for a term of two years and the salary increased from \$1,500 to \$1,700. Just as we expected!



— Mention was made in our issue for May of the laying of the cornerstone of the new high school building at Mingo and the enthusiasm of the entire populace at this event. It should be borne in mind that Mingo is a manufacturing town and that

school is greatly overshadowed by other considerations and in which the jingle of money drowns the sound of the school-house bell. Such a condition might well exist in Mingo today but for the tireless efforts of Supt. Wilson Hawkins whose administra-



MINGO NEW SCHOOL HOUSE.

there is always a great demand for boys who are old enough to work, even at the simple task of carrying water to the men in the shops. The prevalent standard of life pertains to work and wages. With this as a background it is easy to imagine a condition of affairs in which the

tion of affairs has made this fine school building possible. By his personality and his kindly, patient, and persevering work he has made school work popular and has won not only the boys and girls but also their fathers and mothers to his way of thinking. They all believe in him

simply because they have ever found him true to them and true to himself. His policy has always been characterized by honesty and earnestness and the people have come to see in him a friend whose vision is clear and whose heart is right. So it has come to pass that they heartily second his every effort for better school conditions, and this building is the offering which they bestow upon him as a token of their faith in him and a tribute to his sterling worth.

—Supt. E. S. Monce, of Forest, is an excellent school man and also a musical director of superb ability. At his recent commencement he directed a chorus of seventy voices, pupils and citizens, and did it with the skill of the master. This formed a feature of the program that does great honor to the town.

—Supt. Robt. S. Harmount, of Spring Valley, has been elected to the superintendency at Jamestown. It seems to run in the Harmount family to superintend these schools.

—The teachers of Hamilton Co. will meet at Cincinnati, June 8, and the following program will be given: "Manual Training in the Rural and Village Schools," Supt. C. S. Fay, Wyoming; "How Improve Present Ohio Plan of Certifying Teachers," Prin. M. F. Andrew, Cincinnati; "How Should the Teacher Spend the Summer Vacation?" Miss Mabelle Brown, College Hill.

—Supt. E. E. Moriarity, of Richland Township, Clinton Co., will graduate a class of four at Sabina, June 13.

—Supt. W. H. Richardson, of Columbiana has been re-elected and his salary increased. There is but one inference to be drawn and that is that he is a success.

—Additional advance memberships to State Association: *Excello*, Mary Fitzgerald; *Tiffin*, C. A. Krout, H. H. Frazier, Mary Hartmann, Dora Hartmann, Martha Negele; *Birmingham*, C. F. Waltman; *Toledo*, Nellie R. Bowen, Emma B. Leidy, Helen W. Dimick, Delia Sharkey, Sybil Johnson, M. Louise Ford, Luella S. Martin, Nellie M. Cassady, Eloise Lynch, Dorothea B. A. Klag; *Mingo Junction*, Wilson Hawkins; *Columbus*, Alan Evans; *Deshler*, W. M. Schumacher; *Lakewood*, J. M. H. Frederick, Bertha Wagar, Ellen Wagar, Irma Redfield, Ethel Hunter, A. C. Bagnall; *Cleveland*, Margaret O'Conner, Elsie E. Johns; *Toledo*, Lucy A. Whipple, F. Heiermann, Marie Gugle; *Groveport*, W. E. Sealock; *Convoy*, J. A. Greulich; *Mansfield*, Anna M. Proctor; *Canton*, Mary King; *Martin's Ferry*, Thomas F. Mitchell; *Marengo*, Charles Davis; *Chicago Junction*, Martha Baker; *Rock River*, Hattie Dean.

—Miss Harriet Parsons, Supervisor of Music in Sandusky, has been elected to a similar position in the schools of Cleveland.

—Supt. C. E. Smith, of Batavia Township, is solving a problem for Clermont county. This is the first township in the county to have supervision in full measure. The superintendent does no teaching but devotes his whole time to the work of supervision, and the plan works to the complete satisfaction of everybody.

—Misses Maud Flynn and Ida Feil, of South High School, and Miss Alice D. Hare, of East High School, Columbus, will devote their summer vacation to a tour of Great Britain.

—After ten years of faithful service at the head of the Pandora



schools, Supt. P. D. Amstutz resigns to prosecute some advanced studies that he has been desirous of taking for some time. That sturdy, growing principal of his, C. D. Steiner, was at once promoted to the position, a fitting recognition of his three years efficient service. Board

Boyd, H. A. Cassidy, L. B. Demorest, S. C. Derby, C. D. Everett, M. E. Hard, I. N. Keyser, J. W. Mackinnon, L. W. Mackinnon, D. R. Major, E. L. Mendenhall, J. A. Shawan, W. H. Siebert, J. D. Simkins, J. H. Snyder, W. O. Thompson, J. T. Tuttle, J. P. West, T. O. Wil-



SUPT. WILSON HAWKINS.

and patrons are to be congratulated on securing such a man.

— The Central Ohio Schoolmasters' Club held the final meeting of the year, May 24. The address of the evening was given by President Black, of Missouri Valley College. The members present were: J. S. Alan, C. L. Boyer, W. W.

liams, W. McK. Vance, E. B. Stevens. The officers elected for next year are: President, F. B. Pearson; Secretary-Treasurer, J. H. Snyder.

— Charles W. Klopp, of Martin's Ferry, has been elected Supervisor of Music at Tiffin, for next year, at a salary of \$950.

— Prin. and Mrs. J. F. Smith mourn the death of their son Walter. It will be recalled that the amputation of a limb became necessary last July because of a cancerous growth. A speedy recovery followed the operation and in September he resumed his work in the high school, happy, bright, and cheerful as ever. In January there was a recurrence of the trouble and it soon became evident that hope must be abandoned. Walter was a bright, wholesome, manly boy, and gave great promise as a student and as a man. Words are inadequate to express our sympathy for the stricken home, and we know that many hearts will be saddened.

— Miss Margaret Stewart, teacher of Latin in the Sandusky high school, will conduct a party of eight on a tour of Northern Europe this summer.

— Commissioner Jones will give the address at the Patterson commencement, in Hamilton Co., at Bartlett's College, Cincinnati, June 15.

— Miss Edna Hecox, of Columbus, graduates from high school, June 21. She is the oldest of several children and is the main support of her mother in the work of caring for the home. Her graduating outfit is new throughout and every stitch has been done by her own hands. Of a class of a hundred, her scholarship for the four years is the highest, and to her has been awarded the scholarship given by Ohio Wesleyan University.

— An interest in the study of geography today is a part of the everyday life of people in general. The swiftness with which changes are made in political geography, and the rapid growth of commercial and

industrial interests in every direction make a knowledge of the nations of the world now a matter of neighborly attention as well as of keen competitive interest. Under the circumstances — for purposes of illustration and reference — a globe has become as much a matter of necessity in the school room and place of business as a directory. It places the whole world before the observer at a glance, and when obtainable in the variety, perfection, and beauty of the Rand, McNally globes, is a source of satisfaction and related information valuable indeed. These globes show the very latest changes and discoveries in geography, display a delicacy and beauty of coloring highly pleasing to the eye, and exhibit an exquisite accuracy of detail which has long since made the name of Rand, McNally and Company a household word for exact and authoritative work along geographical lines. They are scientifically mounted, supplied with a flexible quadrant, and printed upon heavy paper — accompanied by a Teacher's Manual, they make an invaluable aid in the school-room, home or place of business.

Globe No. 102 — Full Mounted. Fixed Meridian. 8 inch, World stand. Scale 1,000m. 1 in. Width of base, 9 in.; height, 15 in. Bronze stand.

— Supt. N. H. Stull, of De Graff, has been re-elected for a term of three years at an annual salary of \$1,200, an increase of 200. All the teachers were re-elected also and all received an increase of salary. There isn't a thing the matter with De Graff.

— Supt. Arthur Powell, of Middletown, delivered commencement addresses at West Elkton, Woodstock, Lewisburg, Venice, and West Chester.

—Supt. E. O. Trescott, of Ravenna, has been re-elected for a term of three years. A friend who knows him well and has watched his work carefully, says, "His rise in his professional career is one that is merited. He is 'every inch a man,'

was principal of the high school at Kent, two years, then superintendent at Columbiana, ten years, and came into his present position a year ago. In resigning his position at Columbiana, the Board of Education gave him a testimonial from which



SUPT. E. O. TRESCOTT.

and in his school work is constantly mindful of the responsibility of his position. A man upright in character, of sterling worth and high ideals, he stamps his influence upon teachers and pupils." Mr. Trescott graduated at Hiram College in 1891, then superintended the schools at St. Lawrence, S. D., two years, then

we make the following extract: "Professor Trescott's character as a citizen in all that contributes to the material, moral, and religious up-building of a community, is above reproach. Quiet, unassuming, yet ever ready to answer any call to duty. A man to whom we have learned to point our children with pride as a

high standard of moral and Christian excellence. In our intimate relations during the past ten years, we have learned to love him for his real worth, and true manhood." With such a record there can be no surprise that he has been re-elected for three years for any school is fortunate in securing the services of a man of this stamp.

—Supt. J. A. Shawan, of Columbus, attended the Peace Congress in New York the third week in April as a delegate of the Board of Trade and was much impressed with the efforts that are making for universal peace.

—Additional Commencements are: Caldwell, June 6, Supt. J. E. Clark, 18; Put-in-Bay, June 6, Supt. J. C. Oldt, Prin. W. E. Conkle, 2; Port Clinton, May 30, Supt. C. S. Wheaton, Prin. Charlotte R. Ward, 19; Oxford, May 31, Supt. J. I. Hatfield, 10; Holgate, May 31, Supt. H. S. Armstrong, Prin. E. E. Shaffer, 4; Marietta, June 7, Supt. J. V. McMillan, Prin. C. E. Reed, 41; Kentucky Highlands, June 12, Supt. F. A. Cosgrove, 6; Wooster, June 7, Supt. Charles Hauptert, Prin. Lura B. Kean, 50; Savannah Academy, June 6, Prin. W. J. Marchant, 5.

—Miss Alice K. Bowen and Miss Jennie A. Delin, of the Warren high school will spend their vacation in Europe. Miss Bowen will study in Germany and Miss Delin will travel in Great Britain and on the Continent.

—There are many people in Ohio who do not realize what excellent work is being done in the schools at Salem. There is a lack of the spectacular, as there ought to be, but there is good earnest work going on

all the while under most efficient direction. Supt. Johnson is a man of splendid attainments and rare executive ability and the teachers know that every suggestion he makes has been thoroughly considered in advance and, hence, his suggestions become their working orders. Then Prin. Stanton in the high school is master of the situation and it can be said, in all truth, that the high school is one of the very best to be found anywhere. The building is a noble one and the work done within its walls is worthy of the building.

—Supt. L. Virgil Mills, of Burton, will graduate a class of eight, June 13th—four boys and four girls.

—The commencement exercises, Friday evening, May 24, at Milan, Ohio, were conceded to be the best in the history of the school. The range of thought presented by the class of eight girls showed that they had done more than mere book work throughout their course.

The citizens express their highest appreciation of the work that the Supt. J. W. Brown, of Milan, has done for the school. For the past five years, he has labored faithfully for its highest good, raising it from about two and a half years' distinctly high school work to four years' work and to First Grade. It was through Mr. Brown's efforts that Thos. A. Edison gave five hundred dollars' worth of Physical apparatus to the school of the village of his birth. This gift furnishes the school with a very complete Physical laboratory.

—The Grammar School Commencement and Memorial Day exercises at Sidney occurred May 30, and the whole affair was a delight to the large audience. An international flag

drill and living pictures of the Civil War were among the most striking features. There were 56 pupils promoted. The exercises were conducted by Miss M. Elizabeth Brown, Principal. The eighth grade teachers are Misses Ida M. Hall, Mary E. Brassill, Ida K. Wilson, Helen Dann, Anna Johnson, Cara Zuner.

— "The Training of the Human Plant" is the title of a little book by Luther Burbank, whose fame has gone to the ends of the earth in connection with plant growth. The book is published by the Century Company, New York. It is not a book on formal pedagogy and yet it has pedagogy on every page, pedagogy at white heat that will jar loose some of the traditional notions in respect to the training of children. Later on we shall find occasion to quote from the book, but, meantime, it would be well for teachers to get it and read all that it contains, and then re-read.

— Hillsboro and Greenfield recently debated the question of annexing Cuba. The judges were Prof. Ballou, Cincinnati; Prof. Hayes of Miami University, and Prof. Stranahan of Wilmington College, who gave a decision in favor of Greenfield.

— Miss Mabel E. Marsh of East High School, Columbus, will make an extended tour of Europe during her summer vacation with the Bureau of University Travel. This particular party will include Greece in the itinerary.

— Supt. Simeon H. Bing, whose long administration has brought the Bidwell-Porter schools to a very high state of efficiency and has won for him the distinction of standing among the leading school men of

southeastern Ohio, has been elected superintendent at Proctorville.

— Prin. D. L. Thompson of the Washington C. H. high school has been elected superintendent of schools at Wooster at a salary of \$1,600. He is a graduate of Ohio Wesleyan and has held his present position two years.

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#### HOW TO REACH PUT-IN-BAY.

This information is authoritative up to this time. If there are to be further facilities in reaching the Bay later the announcement may be made by the transportation companies.

Put-in-Bay is reached from Cleveland, Toledo, Sandusky, Port Clinton, and Detroit. There is no night service by way of Cleveland or Toledo.

Cleveland: Boat leaves daily at 8 A. M. on Cleveland & Toledo line. On Tuesday afternoon the "Arrow" leaves Cleveland at 4:30, and only on this day, arriving at the Bay about 9:30, too late for Jane Addams's address, however.

Sandusky: Travelers from Eastern Ohio unable to reach Cleveland in time for the 8 A. M. boat can go to Sandusky and have three chances. Steamer "Kirby" leaves Sandusky at 3:30 P. M. daily, the "Arrow" at 4:45 P. M. daily except Tuesday, and on Tuesday the "Lakeside" takes her place. The "Lakeside" leaves Sandusky daily at 10 A. M.

Toledo: Boat leaves daily at 9:15 A. M. on Cleveland & Toledo line. Travelers failing to reach Toledo in time for the boat can go via Port Clinton or Sandusky. Take Lake Shore 10 A. M., arriving Port Clinton 11:08, Sandusky, 11:41. Or, take Lake Shore Electric leaving Toledo every hour on the hour. Or, take Toledo & Port Clinton Electric

leaving Toledo every half hour; 3 P. M. car catches boat.

Port Clinton: Steamer "Falcon" leaves twice daily, at 10:10 A. M. and 5:10 P. M.

Detroit: Steamer "Kirby" leaves daily at 8 A. M.

Everybody is urged to read the fine print on pages 7 and 8 of the Program which has been so lavishly distributed. This information, too, is authoritative, and reading it one may be saved trouble and misunderstandings.

#### **NORTHWESTERN OHIO SCHOOL-MASTERS' CLUB.**

The schoolmen of Northwestern Ohio are not to be outdone by the other sections of the state, and so on Saturday night, May 25, forty men attended the first banquet given at the Valentine Cafe, Toledo. Toasts were responded to by Dr. J. J. Burns, J. P. Sharkey, N. E. Hutchenson, and S. H. Layton. N. D. O. Wilson acted as toastmaster.

After the banquet, a permanent organization was effected by adopting a constitution and electing the following officers: President, J. P. Sharkey, of Van Wert; Vice-President, H. A. Jones, of Toledo; Secretary-Treasurer, C. M. Brunson, of Toledo. These officers, with J. W. Zeller, of Findlay, and N. D. O. Wilson, of Bowling Green, will constitute the executive committee.

The following were in attendance: From Toledo: H. A. Jones, R. C. Van Corder, J. M. Canfield, H. S. Hutchins, Geo. E. Nelson, R. F. Platt, D. J. Beard, C. H. Thompson, J. I. Ward, G. K. Lyons, C. C. Carl, C. G. Stewart, H. C. Dietrich, Rix Wells, John Schlatter, and C. M. Brunson; J. W. Whitmer, of Waterville. N. D. O. Wilson and W. F. Shaw, of Bowling Green, N. E.

Hutchenson, of Kenton, S. H. Layton, of Fostoria, Frank Smith, of West Toledo, C. W. Westerbay, of West Cairo, J. P. Sharkey, of Van Wert, H. E. Hall, of Rudolph, B. O. Martin, of North Baltimore, Dr. J. J. Burns and F. E. Reynolds, of Defiance, T. J. Williams, of Pemberville, L. L. Disher of Holland, C. D. Perry, of Fayette, C. O. Castle, of Swanton, T. G. Pasco, of Montpelier, Ed. A. Evans, of Chicago, C. W. Wyandt, of Bryan, J. W. Zeller, of Findlay, J. A. Pollock, of Columbus, P. C. Zemer, of Napoleon, W. H. Van Fossan, of Oberlin. Twenty other men signified their intention of becoming members, but were unable to be present at this meeting. The next meeting will be held the second Friday evening of October, at which meeting the time for receiving charter members will close.

C. M. BRUNSON, *Sec.*

#### **COMMENCEMENTS.**

We gratefully acknowledge invitations to the commencements that are named below, and take pleasure in giving some of the data connected with each: Clarksburg, May 14, Supt. E. C. Hedrick, 11 graduates; Bellbrook, May 14, Supt. C. R. Titlow, Prin. Miss Anna L. Tate, 8; Martinsville, May 16, Supt. D. A. Ferree, 3; New Holland, May 23, Supt. G. A. Bricker, 6; Scott High School, May 7, Supt. G. M. Hoaglin, 5; Mason, May 16, Supt. J. L. Cadwallader, 10; Glenford, May 16, Supt. O. C. Creighton, 6; South Solon, May 21, Supt. F. A. Sheets, 11; Centerville, May 16, Supt. R. B. Ewing, 2; Camden, May 16, Supt. J. L. Fortney, 6; St. Louisville, May 9, Supt. C. P. Smith, 2; Mingo Junction, May 17, Supt. Wilson Hawkins, Prin. H. B. Gal-

braith, 13; Eaton, May 16, Supt. J. R. Beachler, 21; Burbank, May 10, Prin. J. A. Smith, 2; Greenfield, May 23, Supt. E. W. Patterson, Prin. Ray Harris, 18; Georgetown, May 23, Supt. Geo. F. Waters, Prin. T. E. Hughes, 16; Whitehouse, May 24, 2; Smithville, May 25, 10; Cardington, May 24, Supt. F. H. Flickinger, Prin. W. J. Banks, 11; Dublin, May 14, Supt. W. C. Merritt, 15; Danville-Cuckeye City, May 24, Supt. J. R. Van Voorhis, 13; Gnadenhutten, May 28, Supt. J. E. Ring, 11; Strasburg, May 31, Supt. H. A. Lind, 9; Sabina, May 21, Supt. M. J. Flannery, Prin. T. C. Madden, 6; Ft. Recovery, Supt. James Ross, 9; Malvern, May 16, Supt. W. A. Forsythe, 8; New Carlisle, May 23, Supt. Alfred Ross, 10; Shawnee, May 28, Supt. A. H. Vernon, Prin. Miss Kate Stoyale, 9; Uhrichsville, May 29, Supt. L. E. Everett, 13; West Jefferson, May 22, Supt. L. C. Dick, Prin. Miss Sara Brown, 12; Hanover, May 23, Supt. R. H. Nichols, 8; Leetonia, May 30, Supt. J. W. Moore, 5; Edison, May 25, Supt. J. B. Vining, 3; Fitchville, May 24, Supt. L. W. Bedford, 7; Plymouth, May 23, Supt. C. M. Carrick, Prin. Clara R. Donaldson, 11; Barberton, May 31, Supt. J. M. Carr, Prin. Geo. M. Korn, 17; New Holland, May 23, Supt. G. A. Bricker, 6; Sidney, May 31, Supt. H. R. McVay, Prin. Lee A. Dallinger, 32; Johnsville, May 18, Supt. L. K. Wornstaff, 4; Somerset, June 4, Supt. J. M. Davis, 10; Canal Fulton, June 7, Supt. John H. Focht, 13; Blanchester, May 29, Supt. C. L. Leahy, Prin. Miss Elizabeth Chaney, 10; North Baltimore, May 23, Supt. B. O. Martin, Prin. G. L. Brown, 16; Upper Sandusky, May 29, Supt. R. J. Kiefer, 22; Alexandria, May 31, Supt. S. J. Lafferty, 5; Delphos, May 28,

Supt. T. W. Shimp, 22; Harrison, June 13, Supt. Thos. P. Pierce, Prin. Mary A. Curran, 11; Marysville, May 30, Supt. L. B. Demorest, Prin. D. H. Sellars, 35; Toronto, May 31, Supt. S. K. Mardis, Prin. E. A. Chapin, 6; Oak Harbor, May 30, Supt. H. H. Hoffman, Prin. Sarah R. Gill, 10; Fostoria, June 6, Supt. S. H. Layton, 26; Leetonia, May 30, Supt. J. W. Moore, 5; De Graff, May 28, Supt. N. H. Stull, Prin. S. A. Frampton, 14; St. Mary's, May 30, Supt. E. A. Hotchkiss, 29; Marlboro, May 24, six; Salineville, May 31, Supt. F. Linton, 11; Wapakoneta, May 31, Supt. H. H. Helter, Prin. Mary O. Conrath, 16; Belleville, May 31, Supt. W. F. Allgire, Prin. C. A. Helm, 6; Forest, May 23, Supt. E. S. Monce, 2; Cambridge, June 6, Supt. H. Z. Hobson, 32; Richwood, May 31, Supt. F. B. Bryant, 11; Homer, May 24, Supt. A. B. Prior, 3; Loudonville, May 31, Supt. C. E. Budd, Prin. F. E. Hounold, 15; Lisbon, May 31, Supt. W. O. Lambert, Prin. J. W. Therman, 15; Marion, May 31, Supt. H. L. Frank, Prin. F. D. Tubbs, 30; Delaware, June 6, Supt. Wm. McK. Vance, Prin. Mrs. A. C. Dackerman, 38; Columbus Grove, May 29, Supt. Jas. T. Begg, Prin. M. L. Altstetter, 9; Richwood, May 31, Supt. F. B. Bryant, 11; Ashville, June 5, Supt. Stanley Lawrence, 14; New Straitsville, June 11, Supt. A. G. Deaner, 7; West Alexandria, June 4, Supt. F. E. Rinehart, 11; Newcomers-town, May 31, Supt. J. W. Jones, 10; Peebles, June 6, Supt. E. H. Baldrige, 6; Vermilion, May 31, Supt. J. C. Seemann, Prin. Loretta Brown, 7; Rockford, May 25, Supt. J. H. Barnett, 8; Lowellville, June 6, Supt. S. W. Mumaw, 6; Canal Dover, May 31, Supt. F. P. Geiger, 13; Mt. Sterling, May 28, Supt. T.

F. Leonard, 7; Canal Fulton, June 7, Supt. John H. Focht, 13; Hudson, June 7, Supt. W. A. Hiscox, Prin. Marian E. Stockwell, 7; Middletown, June 13, Supt. Arthur Powell, Prin. Geo. C. Stahl, 20; Delta, June 5, Supt. G. W. Hoffman, 20; McArthur, May 31, Supt. Harry M. Coultrap, 18; Wert Alexandria, June 4, Supt. F. E. Rinehart, 11; Logan, June 7, Supt. H. T. Silverthorn, 15; Huron, June 7, Supt. A. C. Alleshouse, 14.

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#### UNIFORM EXAMINATION QUESTIONS FOR MAY.

##### THEORY AND PRACTICE.

The first five questions are based upon Rational Living by Henry C. King.

1. *Objectivity is an essential condition of both character and happiness.* Explain what King means by "objectivity" and why it is an essential condition of character and happiness. 2. How does the drudgery of our daily tasks educate us? 3. Mention as many proofs as you can to show that man is essentially a social being, i. e., that his personal relations with others play a most important part in his life. 4.

What duty towards our fellow beings does the very recognition of this social spirit in man impose upon us? 5. "Personal association is the one great hopeful means of character." What ought this to mean to you in your chosen profession of teaching? 6. What principle of teaching do you violate when you ask a child to memorize a definition before he understands it? 7. Name some ways in which a teacher may help to strengthen the memory of a pupil. 8. What good results should pupils gain by being required to reproduce reading lessons in their own language? 9. Mention all legal holidays occurring during the school year. 10. Do you believe in a system of monthly reports of pupils' standing to parents? Why or why not?

### ARITHMETIC.

1. The battle of Manilla ( $121^{\circ}20'E.$ ) began at 5:41 a. m., Sunday, May 1. What was the time at Washington ( $77^{\circ}3'W.$ ) when the battle began? Saturday, April 30, 4:27:28 p. m. 2. If I exchange 48 shares of a 9% stock at 176 for U. S. 4s at 116½, how much must I add to my investment to secure the same income? \$4134. 3. What is the difference between the true and the bank discount of \$360, due 6 months hence, at 6%? 31c. 4. Find the cost of flooring for a building 25 by 70 feet, the building being 3 stories high and the flooring 1½ inches thick, at \$19.10 per M. \$150.41. 5. A rectangular field containing 8 acres is 32 rods wide. How much will it cost to construct a ditch from one corner to the diagonally opposite corner at \$3 a rod? \$153.70. 6. Define notation: numeration; mensuration. 7. If the interest on \$450 for 2 yrs. 4 mos. is \$52.50, what will be the interest on \$200 for 4 yrs. 4 mos. 20 das. at the same rate? \$38.40. 8. Mr. Hallam deposited 85% of his money in a bank, and afterward drew out \$20 of the sum deposited, and then had \$3859 in the bank. What was the amount of his money? \$5675. 9. At what rate will \$712 earn \$142.40 in 3 yrs. 4 mos.? 6%. 10. Find the area of a right triangle, base 23.1 ft., altitude 32.1 ft. 370.755 sq. ft.

### GRAMMAR.

- 1 Breathes there a man with soul so dead
- 2 Who never to himself hath said,

- 3 This is my own, my native land!
- 4 Whose heart hath ne'er within him burned,
- 5 As home his footsteps he hath turned
- 6 From wandering on a foreign strand!
- 7 If such there be, go, mark him well;
- 8 For him no minstrel raptures swell.
- 9 High though his titles, proud his name,
- 10 Boundless his wealth as wish can claim;
- 11 Despite those titles, power, and pelf,
- 12 The wretch concentrer'd all in self,
- 13 Living, shall forfeit fair renown,
- 14 And, doubly dying, shall go down
- 15 To the vile dust from whence he sprung,
- 16 Unwept, unhonored, and unsung.

SCOTT.

All of the questions in this list are based upon the selection given above.

1. What words, necessary to the analysis of the sentences, are understood in lines 4, 9 and 10? What is the omission of these words called? 2. Name (as to unmodified subject and predicate of principal clause) and classify (as to both form and use) each sentence. 3. Classify all subordinate clauses as adjective, objective or adverbial, and attach each to the word it modifies. 4. Give all the modifiers of *shall forfeit* (13) and *shall go* (14). 5. In what mode and tense is each of the following verbs: *hath said* (2), *be* (7), *can claim* (10), *shall forfeit* (13), *sprung* (15)? 6. (a) Explain the form of the auxiliary in *hath burned* (4) and in *shall go* (14). (b) Parse *mark* (7). 7. Point out all participial uses. 8. Select five different adverbs and tell to what class each belongs. 9. (a) Give an example of every class of pronoun found in the selection. (b) Parse *home* (5) and *as* (10). 10. What part of speech is each of the following: *there* (1), *this* (3), *ne'er* (4), *as* (5), *such* (7), *minstrel* (8), *though* (9), *despite* (11), *self* (12), *whence* (15).

### ORTHOGRAPHY.

1. Write five prefixes in common use and give the meaning of each. 2. What is a compound word? Is the present day tendency in spelling for or against the use of the hyphen? 3. Distinguish between the words in the following

pairs: mandate, command; desire, yearning; hazardous, foolhardy; book, pamphlet; disturbance, riot. 4. Write five diacritical marks in common use and state the function of each. 5. Write the following: advice, anchor, appall, apparent, acidity; evergreen, exonerate, exaggerate, eyelet, erroneous; industrious, inducement, implacable, irate, immoderate; overture, officious, ogre, onerous, obliging; usury, ultimate, unique, unctuous, unraveled.

### PHYSIOLOGY.

1. Explain how oxidation takes place, and what are its results in the body. 2. What is a secretion? Name all secretions concerned in the digestion. 3. How is the peristaltic movement of the stomach caused? What is its effect? 4. Expectoration in public places is to be condemned as a disgusting habit. Upon what other grounds is it condemnable? 5. Locate the atlas. Why is it so called? 6. Tell all you can of the nature and number of the perspiratory glands. What is the value of perspiration to the body? 7. Define the following: plasma, diastole, pulse. 8. What does the Eustachian tube connect? 9. What are the principal constituents of tobacco? What effect, if any, does tobacco have upon heart action? 10. What are stimulants? Name some. Why should they be avoided?

### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Give a brief history of the English settlement at Jamestown in 1607. 2. Give the distinguishing features of colonial government in Massachusetts and in Virginia. 3. Describe Washington's career prior to the Revolution. 4. On what occasions during the Revolution was the aid rendered by the French most beneficial to the colonists? 5. How did the United States suffer from the war waged between England and France during Jefferson's administration? 5. Give the location of Gettysburg and state the importance and outcome of the Gettysburg campaign in the Civil War. 7. How were the seceding states governed immediately after the Civil War? 8. What method was employed to settle the Hayes-Tilden election dispute? 9. Give the substance of two amendments to the Constitution

that have to do with the negro. 10. Explain what is meant by the Civil Service. What are its advantages?

### LITERATURE.

1. What is literature? Name three works of literature written in ancient times. 2. Tell what you can of the character and value of the writings of Cotton Mather and Jonathan Edwards. 3. Who do you consider the first American poet of importance? Give reason. Name one of his poems. 4. Name, with their authors, five classics that belong to the literature of American patriotism. 5. What five men are frequently called the great American poets? Quote at least five lines from the writings of one of them to show his fondness for nature. 6-7. Give an adequate outline of one of the following poems and tell what was the poet's special purpose, if any, in writing the poems: *The Vision of Sir Launfal*, *The Courtship of Miles Standish*, *Snow-bound*. 8. Contrast Francis Parkman with George Bancroft as to period covered and methods of presenting historical material. 9. Who wrote *The Vicar of Wakefield*? What constitutes the enduring charm of the book? 10. To what class of literature does Bunyan's *Pilgrim's Progress* belong?

### GEOGRAPHY.

1. Over what circle on the earth's surface are the rays of the sun vertical on March 22; June 21? 2. Name six states, beside Ohio, through which the fortieth parallel passes. 3. On what body of water is each of the following cities located: Bismarck, Vera Cruz, Singapore, Trieste, Seattle? 4. How is petroleum obtained from the earth and made marketable? Name at least two countries in which it is found. 5. Name two cities which, although in the same latitude, have greatly different climates and account for this difference. 6. Why is England especially suited to be a manufacturing country? 7. Describe and account for the uneven distribution of population in Australia. 8. Mention two important articles of export from Sweden, Uruguay, Iceland, Greece, Siam. 9. Bound Ireland and discuss its manufactures. 10. Describe and account for the peculiarities of the mountain population of Tennessee and Kentucky.

# UNIFORM EXAMINATION QUESTIONS FOR JUNE.

## GRAMMAR.

- 1 Remember, then, that readers are
- 2 a busy people, who would have their
- 3 stories served in condensed pellets if
- 4 they could, and that to win their ap-
- 5 probation you must begin well along
- 6 in your tale, where enough complica-
- 7 tions are to be found to catch the in-
- 8 terest in writing, as nowhere else,
- 9 can be seen the truth of the trite old
- 10 proverb, "Well begun is half done."
- 11 —L. W. Quirk.

The first eight questions refer to the selection given above.

1. Name (as to subject and predicate) and classify (as objective, adjective or adverbial) all subordinate clauses.
2. Give all the modifiers of *along* (5); of *can be seen* (9).
3. Mention and give the mood of all finite verbs.
4. What part of speech is each of the following: *then* (1), *that* (1), *condensed* (3), *nowhere* (8), *half* (10)?
5. Point out and give the syntax of all participial forms.
7. Attach all infinitives to their modifiers.
8. Parse *could* (4), *well* (5), *as* (8), *else* (8), *well* (10).
9. State how the following verb forms are made and illustrate each: emphatic, progressive, passive.
10. Give a complete classification of pronouns.

## THEORY AND PRACTICE.

The first five questions are based on *Rational Living* by Henry C. King.

1. Show from the history of literature that every phase of its development has been a protest against a one-sided view of life.
2. In the first years of his life, is the child most interested in persons or things? Does the answer to this question bear witness to man's being dependent upon, or independent of, personal and social relations?
3. Why must there be a limit set to the intimacy of even the closest friendships?
4. Repeat the four great psychological inferences upon which King's whole discussion of *Rational Living* is based.
5. As the final result of his discussion, what does King conclude are the great conditions of the largest and richest life?
6. Have you done your duty toward your pupils when you have thoroughly taught them what is in the textbooks? Why, or why not?
7. How does the purpose of reading differ in the primary from its purpose in the

advanced grammar grades? 8. What are natural incentives? Artificial incentives? Why is interest a good incentive? 9. Do you believe in a system of school government which includes self-reporting in deportment? Why, or why not? 10. In what parts of the school program can the teacher suitably introduce moral instruction?

## ARITHMETIC.

1. The L. C. M. of several numbers is 8190, and their G. C. D. is 7; what are the numbers?
2. Write a compound denominate number; a compound proportion; a promissory note.
3. A man invests \$4500 in Pullman Car stock at 156, brokerage  $\frac{1}{4}$ , and receives semi-annual dividends of  $3\frac{1}{4}\%$ . Find the annual rate of income on his investment.
4. Indicate a short method of multiplying by 10; by 25; by  $33\frac{1}{3}$ ; by 9.
5. On March 30 a coal dealer borrowed \$19,000 at  $5\%$ , with which he purchased his summer's supply of coal at \$4.75 a ton. He sold the coal for \$5.60 a ton, and on November 10 settled an account of \$90 for unloading and delivery and paid back the money he borrowed. How much did he clear?
6. If the interest on the sum of A's and B's money for 3 yrs. 9 mos., at  $8\%$ , is \$3,213, and  $\frac{1}{4}$  of A's money is equal to  $\frac{1}{4}$  of B's, how much has each?
7. If I sold an article at 20 and 10 off and my discounts amounted to \$3.50, how much did I get for the article?
8. What is mensuration? Make a list of the subjects considered under it in a complete grammar school arithmetic.
9. A boat, in crossing a river one mile wide, drifted with the current 1,000 yards; how far did it go?
10. Define three of the following: circulating decimal; continued proportion; sight draft; ad valorem duty.

## ORTHOGRAPHY.

1. Classify words according to the number of syllables they contain and give an example of each class.
2. Define the following: diacritics, liquids, cognates, trigraph, antonym.
3. Indicate the correct pronunciation of the following: synagogue, despicable, thyme, contour, infantile.
4. Distinguish in meaning between the words in the following pairs: agile, swift, frolicsome, mischievous; careless, slovenly; epidemic, plague; accident, casualty.
5. Write five words, of more than one syllable each, for which two spellings are allowable (do not use phonetic

spellings). 6. Write the following: divisible, nuptial, Sacramento, articulate, prodigy, fiendish, corpuscles, antedate, effervescence, derelict, sociology, Sitka, imperishable, dominoes, Rebecca, ensuing, decalogue, whittle, fiscal, jaundice, exempt, reactionary, momentous, shoeing, referee.

#### PHYSIOLOGY.

1. Describe a ball and socket joint and give two examples in the body. 2. Locate the jugular vein, the tricuspid valve, and the pulmonary artery. 3. How is air expelled from the lungs? 4. As to the salivary glands, state location, function, nature and amount of secretion? 5. Name several foods rich in albumen. What digestive juice acts chiefly upon albumen? 6. What is the effect of exercise upon the circulation of the blood? What are the best times for schoolroom exercise? 7. How is the eye protected from dust? The ear from insects? The nose from dust? 8. What is the normal temperature of the body? Give one way in which it is regulated. 9. When may a cold water bath be taken? When should it not be taken? Why? 10. What danger lies in the *moderate use* of alcoholic drinks?

#### U. S. HISTORY INCLUDING CIVIL GOVERNMENT.

1. Give the number and character of the original colonists at New Amsterdam, Jamestown, Providence. 2. Summarize events in America between the passage of the Stamp Act and the battle of Concord. 3. Was Washington greatest as a general or as a statesman? Why? 4. Give an account of a dispute between France and the United States during John Adams' administration. 5. What were the Nullification Acts? How did President Jackson treat them? 6. To what political party did each of the following belong: Sumner, Douglas, Tilden, Seward, Chase, Greeley? 7. Mention an important event of the Civil War which took place in each of the following cities: Atlanta, New Orleans, Baltimore, Vicksburg, Richmond. 8. What section of the United States was opposed to the War of 1812? Why? 9. Describe the method of electing the president of the United States and name all the presidents who have been natives of Ohio. 10. What is meant by the Civil Service? What has been the attitude of Presidents Cleveland and Roosevelt toward this system?

#### LITERATURE.

1. State facts of importance concerning the personal life of Longfellow and mention the name and author of at least one prominent biography of the poet. 2. Name at least three writers of the Revolutionary Period of American literature and tell something of the character of the literature of that Period. 3. What qualities distinguish Poe from any other American fiction writer? 4. Make a list of Lowell's most important long poems and briefly analyze one of them. 5. What is a pseudonym? Name some famous American authors who have written under pseudonyms. 6. To what department of letters do most of the writings of Mark Twain belong? Name two of his books. 7. Quote at least eight consecutive lines from one of Whittier's poems. 8. Define each of the following: autobiography, blank verse, ode. 9. Select one name from the following list of English authors and give an adequate idea of the character of his work: Dryden, Macaulay, Dickens. 10. What plays of Shakespeare's have you read? Which do you like best? Why?

#### GEOGRAPHY.

1. Approximately how many square miles of land and water are there upon the earth's surface? 2. Name the thirteen original states and give the present capital of each. 3. Tell of the location, nature and extent of the work of the United States government in reclaiming arid lands. 4. Name two manufacturing centers of France. What shipping centers of Brazil. What products pass in and out? Name two articles are made? 5. Give a brief account of Belgium's political experiences in Africa. 6. Name the physical factors that have influenced the nature and extent of the settlement of Arizona; British Columbia. 7. What is meant by the relief of a country? Compare the relief of Holland with that of Switzerland. 8. Explain the terms *metropolitan* and *cosmopolitan* as applied to cities. Why is New York, U. S., metropolitan? Why is Cairo, Egypt, cosmopolitan? 9. Name a railroad that connects Chicago with Cleveland and mention two cities along its route; a railroad that connects Cleveland with Cincinnati and mention two cities along its route. 10. Give facts to show that a high state of civilization prevails in New Zealand.

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*THE*  
*OHIO EDUCATIONAL MONTHLY*

*FOUNDED IN 1852 AS THE ORGAN OF THE  
OHIO STATE TEACHERS' ASSOCIATION*

*Volume 56*

*JULY, 1907*

*Number 7*

GENTLE READER:

Now, if you will become a permanent member of the Ohio Teachers' Association and a permanent subscriber to the OHIO EDUCATIONAL MONTHLY, your professional status will be assured.



## FIFTY-NINTH ANNUAL SESSION OHIO TEACHERS' ASSOCIATION, JUNE 25-27, 1907.

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TUESDAY, 9:30 A. M.

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### INAUGURAL ADDRESS.

#### A NEW DECLARATION OF INDEPENDENCE.

C. L. VAN CLEVE, TOLEDO.

I should be lacking in courtesy, if I should fail at this time to express my sense of appreciation of the honor here conferred upon me and my sense of the responsibilities herein involved by your suffrages in choosing me to preside over this great meeting. I apprehend that we shall have to say this year as we said on last, that a new record of attendance has been made in the Ohio Teachers' Association, for I believe that the numbers present at this first session are indicative of what we shall enjoy in the way of audiences throughout the entire meeting. We have certainly entered upon a record-breaking attendance at this historical spot.

The theme of my discourse as announced upon the printed program, is A New Declaration of Independence and yet I am confident that when I shall have finished what I have to say, you will feel that I have said nothing especially new nor anything revolutionary. You will in fact find that I have uttered only some old principles of human conduct, but I hope you will not find that I have been lacking either in courage or in sincerity. Precedents are not wanting to justify such conduct on my part, for the immortal document of Jefferson has its roots in Magna Charta and this in turn derived suggestion and

inspiration from earlier forms of statement in man's struggles for freedom. I bespeak therefore, your sympathy as well as your attention as I shall state or re-state some fundamental principles of common manhood.

We have in recent years fallen upon "parlous" times. We are enmeshed in the entanglements of commercialism. As long ago as 1888, Walt Whitman said, "We are so commercialized in this country that we will do nothing without the pay is in sight, nothing, nothing; the profits must be near enough to grab," and I am confident my friends that if there is to be a reversal of form in the attitude of the public mind relative to the ever-shifting phases of the questions involved in the term commercialism, it must come from men and women like ourselves.

The world looks to the educated man for leadership, that is for freedom. Freedom does not now reside in great movements of mankind wherein the mass is moved or lifted by the hypnotic power of some magnetic master of life, but in the larger liberty of the individual whereby he repudiates contaminating influences as they touch himself or boldly defies the tendencies working to lower his ideals. As leaders of youth we need to cry aloud for freedom, for the larger liberty of soul which comes when we like the prophet on Horeb hear the call of God only in the still voice. We, too, like our fathers of old must achieve our independence if we have not already attained it and to that end I am calling

for a new declaration. I shall attempt no long catalogue of grievances endured in silence, nor voice any arraignment of our tyrants; but shall by taking types of things that harass us, lead your thinking into the larger realm of true freedom.

I wish the schoolmasters of Ohio to declare their independence of the powerful commercial agencies which at all times well-nigh master the educational forces of our state. Last summer's campaign for the adoption of text-books for use in our schools for the ensuing five years engaged the strenuous activities of four hundred regularly paid agents to say nothing of sundry sly workers whose names appeared upon no firm's pay-roll but who we have a right to believe were not without their reward. I presume that it is safe to assume that the expenses of this great force averaged \$125 per month each and that counting the much higher salaries of regular agents employed by the year in comparison with the temporary agents who were paid as little as \$60 per month, we shall be fair if we assert that the salary list during the campaign averaged alike \$125 per month each. Thus for three months a salaried force of four hundred men at \$250 per month devoted the most active energies of trained minds to influence those in power to choose among the many books offered for adoption. A brief mental calculation will show that this agency work cost the stupendous sum of \$300,000. That you may know that I am not extravagant in my estimates, I will state that I have the figures of one firm and that not the largest from its own books to show that its agents expended in the Ohio campaign of 1906 the neat sum of \$36,000.

Why do I say that we must achieve our independence from such commercial influences as are involved in the adoption of text-books? I answer that

I believe that this vast sum of money was expended in large measure because you and I did not do our full duty. We fellow-schoolmasters, made it necessary for this campaign to be carried on. One more campaign in the state of Ohio like that of the summer of 1906 and we shall have state adoptions, for the people are beginning to see that as in the case of "Jones of Binghamton, he pays the freight," they must in the end make up to the publishers here and elsewhere for the losses entailed or expenses incurred. It is certain that the pockets of the people are mulcted for these sums and similar sums everywhere.

How imperative it is therefore that we shall make it impossible for these expensive campaigns to seem necessary to the publishers. I do not think state adoptions of text-books to be anything less than calamitous for the schools and in the end I do not believe that they are cheaper for the tax-payer. Adoptions for the state covering a period of five or more years may bring quiet for the period involved, but at its expiration, changes come far more sweeping than the dizziest local campaign makes possible. In the recent campaign in Kansas if I am correctly informed, every book used during the term just ending except one was changed and the tax-payer has the pleasant prospect of throwing his half-worn books into the junk-pile.

I say that we schoolmasters are in large measure responsible for large agency forces by our lack of independence. It is safe to assert that fifty per cent. of the superintendents of our state have the power of initiative and the number of trusted school-men is increasing every year. I am firm in the conviction that three-fourths of the energy expended in book-agency work could and would be saved if the superintendents would exercise the power of

choice which they now have and are beginning to have. That superintendent who knows what he wants for his schools and has the courage to tell agents so, will save the firms employing them great expense. I would have you declare your independence then from the unnecessary agency labor now expended.

I would have a new declaration of independence which will make the teacher free from corrupt bargains and wicked partnerships. When schoolmen unite with book-firms to give banquets to school-boards in neighboring states to avoid home publicity and thereby compass the election of themselves or friends to coveted positions, we shall not have that freedom in subsequent conduct of the schools which true independence requires. When the impudent assumption is made by agents that they have the power to put up one man and put down another, or that they carry boards and schoolmasters around in their pockets, whether the boasts are made in their cups or when sober, they are alike impudent and untrue (applause).

While I believe as I said last year that the interference in a corrupt manner of these commercial agencies in the schools has been grossly exaggerated, yet there is enough of it in evidence for the school-master to cry: "Hands off!" I think the time has come in Ohio or is fast approaching when it will be suicidal for any school-master to rely for his preferment upon any commercial agency and I am fond to believe that a man will soon invite failure who wears the collar of any agent or any firm. (Applause.) I have a good many friends among the book-men of this state; there are a number of them in the audience this morning and I know they cannot point to a single act of mine that would lead them to believe that anything I am saying has a personal bias. I am speaking so-

berly of things that you know and I know and which we ought alike not only to deplore but to correct. So far as my personal relations to book-men are concerned, with rare exceptions they have been pleasant and for the future I shall expect from them the same courtesy which I show to them, no more and no less. Therefore, I speak as I have with no grievance here or heretofore. (Applause.)

I would have the school-master declare his independence from patrons. Many schoolmen, I do not know how many, never outline a policy in the conduct of their schools or inaugurate a reform until they have ascertained what the leading politicians think of it. These also take no action until they find first the opinion of the friends of local teachers. We shall have no clear-eyed, dispassionate conduct of our schools until we declare our independence of such tyranny. The angry patron of the schools, whether influenced or not will give no strength to the work of our schools, and the complaisant teacher is a greater menace than an angry teacher. The calm, dignified treatment of patrons will conduce to self-respect and the orderly conduct of our schools.

I would have teachers declare independence from tyrannous superintendents. I do not know fellow-superintendents whether we are all petty tyrants or not, but some of us are. I respect that teacher who looks me squarely in the eye and criticises my conduct toward her as fearlessly as she would that of one of her pupils. The mere fact my friends that we are in positions of responsibility and power does not justify tyranny. Those of my teachers here who have been associated with me during the past five years in Mansfield and those also who were with me the preceding eighteen years in Troy, will bear me witness that the policy I have striven to pursue is that if a teacher

has a grievance against me, I request, may demand, that she voice that grievance to me face to face and nowhere else. (Applause.) Fellow-teachers you will get upon shoals and rocks and founder in quicksands following any other chart than this. If a superintendent is wrong, he ought to be man enough to hear his wrong conduct fairly stated and if he is a man he will rectify the wrong; if he is not, he ought to be compelled to change his business. (Applause.)

I would have teachers declare their independence of boards of education. I do not mean this in any offensive sense for we are the servants of the people and they are represented by the school-board, but I know superintendents who have robbed themselves of power, have made themselves of no reputation, by so constantly deferring to their boards of education, that the Lord only knows what they stand for. (Applause.) The law-makers of this state after full discussion and long debate, put upon the statute books a law which definitely says "Said superintendent shall, upon his acceptance of the appointment, become thereby empowered to appoint, subject to the approval and confirmation of the board, all the teachers, and he may for cause suspend any person thus appointed, etc." I have little respect for the superintendent who shirks his responsibilities, who first finds out what his board wants and then comes in with "I recommend so and so." The section quoted in part puts the responsibility of taking the initiative squarely upon the superintendent and while not robbing the board of any of its power recognizes the especial fitness of the head of the schools to do a peculiarly important and difficult work. Should the superintendent do his duty and the board of education fail to approve his acts, then the responsibility rests where it ought and no cowardly shirker among us may say to an aggrieved candidate

or his friends, "I did my best for you, but the board would not heed my recommendations."

Let us declare independence from ourselves. There are so many things which might properly be said under this head, that I scarce know where to begin and having begun know where to stop. I do not think we are worse than other people but I know you better than other people and I am not talking to other people but to you. I would have you declare your freedom from yourselves when it involves lying about book adoptions. I have presented one side of the case, in common fairness the bookman ought to have his innings. I speak from facts as obtained from reputable and reliable agents whom I have known for years. To take a typical example of the kind of deceptions practiced upon firms and their agents let me cite a case the facts for which I will substantiate if called upon to do so. I have in mind the principal of a village school. I know the school and the man. I do not know whether he is here or not this morning; I hope he is for I wish him to see how despicable his conduct is when seen by the "other fellow." The principal spoke to the agent concerning a certain book which was up for adoption and asked that he be sent six copies for examination by his board and four more for "desk use." Upon investigation the request was refused. Nevertheless the book was chosen and in due season the dealer in the village ordered the class supply and it totaled four books! What do you think is the proper term for such conduct upon the part of the young teacher? In the prosaic world of business his acts would be called lying and stealing.

In freeing ourselves I would that we should be as frank with those who wish to sell us goods as we wish them to be with us. Let us have an end of evasion and open falsehood. I know that he

stated what is as well known as it is shameful when an agent said to me last summer "There are so many young fellows whom we cannot believe. It is no unusual experience for a young village principal to say to me that he purposes to ask for the adoption of one of my books when he has made up his mind to recommend another. I left a village in Ohio last summer when an important adoption was pending because I had entire confidence in the young fellow who said that at the meeting which was coming off in a half-hour he would ask for my book. He went into that meeting within an hour and urged against the wishes of his board another book and by his insistence won his point." When reputable bookmen cannot believe our solemn word, there is surely room for reform.

I would have a declaration of independence from subserviency to the so-called model schools and typical courses of study. Because a thing can be done in Columbus or Cleveland it does not follow that the same thing can be done in Squedunk. Because of good libraries, fine apparatus and superior teachers students can be prepared for the best colleges by some schools and it does not follow that by copying their printed formulae the same product can be turned out in places much less completely equipped. Let each school do what it can reasonably be expected to do and in its most thorough manner, but let us have an end to these false pretenses.

I plead for a new declaration of independence from that spirit which causes the teacher because she is associated all of the time with those who are her inferiors in knowledge and experience to become tyrannical. I can think of no experience in my teaching which was more helpful to me than an incident which happened while I was in Troy. I was teaching a class in Chem-

istry and we had come to the chapter on molecular equations. Those of you who have taught this subject know that the theory bristles with difficulties for the youthful mind. Finding need for explanation, I tried to re-state the text in language more adapted to the understandings of my boys and girls. After about five minutes of effort I asked who of the class now understood. As usually happens under such circumstances, all of the hands went promptly up except two and these of the two best pupils in the class. I expended ten minutes more of effort and then again asked if the matter was clear. One of the boys and he the best student there was unconvinced. I labored as best I could to make the matter understood by him through the remainder of the period and at the time of the warning signal asked again if he was satisfied. He said quietly and respectfully, "No sir, you have not made it clear to me." I say to you my friends that that moment was the proudest of my pedagogical career for I had convinced one pupil at least that he must think for himself and that the mere *ipse dixit* of the teacher was not enough to make up a body of sound doctrine. (Applause.)

I plead for entire frankness in your relations to pupils, patrons and superiors. You remember that Carlyle says, "Yes, tell the truth, but don't shout it." You may not need to tell all of the truth, but tell the truth. You have no moral right to conceal your professional opinions from your board of education. Its members have a right to demand that you tell them all that you know and without palliation it must be the truth. If you intimate opinions leak out from those whom you have trusted let the responsibility rest upon them; you have done nothing more than you ought.

Let there be a new declaration of independence from low standards in schol-

arship. Let there be in your heart no longing for a degree which does not imply that you are ready to pay the intellectual and spiritual price for the honor you covet. I wish to warn some of the younger among you that boards of education are more discriminating than many think they are. The possession of a degree means nothing unless there is a reputable institution pursuing strictly honorable methods behind that degree. Mt. Hope of unsavory memory has been legislated out of existence, but unless I am misinformed there are some successors to Mt. Hope now operating in Ohio with methods perilously near those pursued in that meretricious humbug of higher education. If you want the reputation of being a scholar you must pay the full price of scholarship.

The measure of a man is his mastery of himself. And we schoolmasters ought not to look to other callings for leadership in the great cause of freedom, of independence. Coming over on the boat yesterday from Sandusky, I fell into conversation with a well-known attorney of this state and the talk turned to the signs of changing ideals in the life of business men. This lawyer said, "There is no more hopeful sign of the times than the fact that business men whose consciences have become so seared by the lowered conduct of their past, are coming to men of our profession no longer asking what they ought not to do, but seeking seriously to learn what they ought to do." I repeat that the measure of a man is his mastery of himself and the mastery can come in no surer way than by a rigid inquiry each for himself into the conduct of his life both from the standpoint of his intellectual progress and of his spiritual enlargement. We smile at the lad who in his anxiety to hasten his life processes, stretches himself when he measures against the door-jamb and will scarce wait for the morrow to see whether

he has not grown and again and again as the days stretch into weeks and the weeks into months finds keen pleasure in marking his vertical progress. I think this practice is a good thing for a boy and I likewise think it is a good thing for a man although he no longer needs to study the upward tendencies of his life as a physical being. We grow better when we measure ourselves. Have you taken a recent measure of yourself my teacher friend; do you know where you are intellectually today in comparison with where you were last year and have you taken any spiritual census to find the true scale of your higher growth?

Let us hope that from this hour and from this meeting there may go forth a body of earnest men and women crying for an enlargement of soul which will enable us to declare a new declaration of independence from our low desires and from any weakened ideals which we have here discovered. Let us emulate the spirit of a Franklin, a Washington, a Jefferson in our professional and personal life and acquit ourselves like men and no longer in any guise as cowards.

I can think of no loftier tribute ever offered to a man than that expressed by his companions for him who was in very truth the founder of our American civilization, the lion-hearted, chivalrous Capt. John Smith:

"What shall I say then? but thus we lost him that in all his proceedings made justice his first guide, experience his second; ever hating baseness, sloth, pride, and indignity more than any dangers; that never allowed more for himself than for his soldiers with him; that upon no dangers would send them where he would not lead them himself; that would never see us want what he either had or could by any means get us. that would rather want than borrow, or starve than not pay; that loved

actions more than words, and hated falsehood and cozenage worse than death; whose adventures were our lives and whose loss our deaths."

## THE INDEPENDENT IN EDUCATION.

F. L. BEGGS, NEWARK.

I congratulate you on this magnificent assemblage. I congratulate the State of Ohio and the citizens of the State because of the purpose which has prompted you to come together at this beautiful and historic spot. Superintendents, supervisors, principals, and teachers seem to be coming from every city, town, and school district within the State, and bookmen from *every* state. The most noticeable shortage appears to be in members of Boards of Education. I appreciate most highly the honor of appearing before you as the representative of the School Boards and will leave it to your committee to make any excuse necessary to justify their selection, for I have had trouble enough to find a proper excuse for the presumption which induced me to accept.

I do not understand why this subject should be assigned to a member of a Board of Education; for practically every independent change or movement, every step upward in system, course of study, school government or real progress is in nearly every instance, directly traceable—not to School Boards, but to School teachers. I sometimes think that the honor attached to membership on the Board of Education is due more to our reflected glory in work that you are doing so nobly and so well than to any special fitness on our part.

The school system of Ohio has shown a wonderful development and growth from the old days when a few elementary branches comprised the course of study. A knowledge of History, Literature, Physiology, Music, Drawing, and

Psychology has been added to your requirements and closely following these are Kindergarten work, Physical Culture, Manual Training, and Domestic Science. These are, or soon will be, a few of the additional demands on teachers.

What are the additional requirements for members of Boards of Education? Unfortunately for the greater success of our schools, nothing more is demanded or required of them than was the case twenty years ago. Yet their duties, when rightly performed, have increased manyfold and their responsibilities are of such grave importance that they should not be carelessly granted or lightly assumed. But their selection is as often based upon success in politics as upon special fitness for Educational work. Whether they have kept pace with the new ideas in reference to heat, light, ventilation, and sanitation is no more often considered than whether they have kept in touch with the party vote. Their knowledge of the course of study may not be deemed as important as favorable acquaintance with the political machine. Their general interest in the success of the school may not be as great as their special interest in the selection of relatives and friends as teachers. Their interest in the books adopted may be less than in who sells the books.

They may be men who believe what they had fifty years ago are good enough for anyone else to-day and so firmly convinced that the salary schedule, fixed about the same period, was so nearly right that it requires an act of the Legislature to convince them that a teacher ought to receive at least \$40.00 per month or \$320.00 per year.

An independent thought has been growing which will ultimately separate our schools from politics. A step has already been taken in our present method of electing School Board mem-

bers; and when ability, integrity, unselfish interest, and special fitness are the only necessary requisites for the voters' consideration, it will then be a distinguished honor for any citizen to serve as a member of the Board of Education.

"The Independent in Education" might be construed by observation, comparison, and a certain viewpoint to have some reference to teachers and their salaries. But I believe Boards of Education are beginning to realize that teachers *are dependent* upon their salaries; that higher salaries are justified by increasing living expenses; that low salaries are yearly driving too many valuable teachers to other professions; that an increase of salary will benefit pupils more than teachers; and that the high standard of efficiency required can not be maintained on a low standard of pay. Although our schools are costing more than ever before, I believe public opinion would approve a slight increase in taxation, if necessary to maintain the high rank of Ohio in Education and would condemn any policy that tended to lower it.

Now I am sorry that I cannot class *all* teachers as *good* teachers, but I feel free to mention this since none of the poor ones are present. Yet a Board of Education compelled to employ a large number of teachers is fortunate indeed if there are not from 10 to 20 per cent. of incompetents on the pay roll. A teacher to-day is anyone who can pass an examination, tempered by the law of supply and demand, and secure an appointment. The doctor, pharmacist, lawyer, and dentist must have a special course of study before they can legally practice their professions. Is their work so much more responsible than ours? Are there not as many reasons why you should have a special course of study as they? Your work is for the State and affects every citizen of the State; therefore, under our sys-

tem of compulsory education there is a question as to whether the State has fully assumed its duties and responsibilities toward the proper training of teachers. The sentiment for normal training schools is a step in this direction and may ultimately result in the State recognizing the economy of training, by the state and for the state, a sufficient number of teachers for efficient work in our schools. At such schools incompetents should be weeded out, certificates issued good anywhere in the State, to those possessing the required educational, moral, and physical qualifications, provided, they have demonstrated that they also possess that special and most necessary qualification, *the ability to teach*.

How many of you looking back to your first school would say that you entered this profession competent to teach? If incompetency affected yourself only, it might not be so serious, but when you measure your responsibility by the lost opportunities and wasted possibilities of the pupils under your care, it makes incompetency assume the proportions of a crime. The standard of competency is constantly growing higher and the requirements of yesterday will not meet the demands of to-day. The end sought yesterday may not be the aim of to-day and the methods of yesterday may be so greatly improved as to be obsolete to-day.

Education still means instruction, the training of the mind and character and requires the study of certain essential text books. There is, however, an independent tendency to place less stress upon the text and more stress upon teaching pupils to think for themselves. How many of your pupils are capable of doing five minutes of straight, connected, intelligent thinking? If they have been trained to think clearly and properly they will also reason logically and the result will be a citizenship not



subject to every passing whim; not yielding to circumstance, convenience, or environment; not the victim of fads, fancies, or isms—but a citizenship steadied and strengthened by well grounded habits of right thinking and competent to grapple with any question, problem or contingency that may arise to confront them.

Yet were all teachers efficient, there is a remarkably large percentage of pupils who can not be successfully taught on account of physical infirmities, or defects. Experiments and tests have shown defective vision or hearing in 12 per cent. of backward pupils, adenoids or enlarged tonsils in 15 per cent., malnutrition or defective teeth in 8 per cent. Many other causes are noted, but this is sufficient upon which to base the necessity and advisability of medical inspection in our schools. Is it good business judgment for the state to spend money toward the education of such pupils with absolutely no hope for satisfactory results; or would it be the part of wisdom and economy by medical inspection to point out and remove the cause and then proceed?

The home environment of many pupils is such that these defects may not be discovered. The afflicted boy or girl may be classed by the teacher as backward, dull, a dunce, or block head. The parent attributes the failure of his child to keep up with the class as *being due to a poor teacher*. In many such cases the services of a competent physician would be a valuable adjunct to the teacher and a god-send to pupil and parent.

Under our present law I question whether Boards of Education would be authorized to appropriate funds for medical inspection, but I do not question the advisability of their being granted this authority.

This independent sentiment, while recognizing that pupils ought to think

as well as to know, goes a step further and advocates the necessity of their being able to do some one thing and do it well. Too many pupils are passing through our schools with the idea that education should command salary and that it is beneath their dignity to accept wages. Too many pupils are leaving school without knowing anything in particular and then compelled to depend upon luck or the patience and generosity of an employer to prepare them for some efficient work.

Manual training holds more of promise for the future than any other line of education and is a step toward our greatest need; and by the time its true value is fully recognized, public sentiment will be ready for the establishment of state technical or trade schools, where a class of pupils who have no desire to pursue what we now call a higher education, may continue along lines of their own special inclination, until they become skilled artisans in any one of fifty or more trades and competent to earn from 20 to 50 dollars per week as wages instead of 8 to 10 dollars as salary.

If we are to continue our industrial development, if we are to maintain our present position in business, commerce, and labor, we must give more attention in our schools to the dignity and importance of manual labor. We must teach our pupils that it is honorable to have soiled hands if they are capable of producing something, and dishonorable to have clean soft hands that cannot or will not work.

If our schools are to supply the greatest need to the greatest number we must teach more of that knowledge which is practical. If the tendency of our High School is toward colleges, universities, culture, and the learned professions then it is time that the practical and useful in manual training, domestic science and the commercial

departments were given recognition in proportion to the greater number that would be benefited.

Education must ever be as independent as progress and necessity demand and our public schools ought never to lose sight of the requirements of the masses who are compelled to drop out and become wage earners.

The education needed for the farm, the store, the office, the business, shop, and factory by the common people must come from the public schools and it should be more the aim of the high school to so arrange its course that the *many* will be better fitted to take up these duties rather than the *few* fitted for entrance to colleges and universities.

Our High Schools are accomplishing much but they can be so broadened that 20 per cent. of our pupils will avail themselves of their opportunities instead of 10 per cent. as at present; and for the reason that 90 per cent. do not pass beyond the eighth grade I would advocate that an extra year be added in the kindergarten, where pupils may have a preliminary drill in habits of order, discipline, constructiveness, and industry that they may enter the first year of school with quickened minds, greater capacities and the assurance of better results.

Since only one-fourth of the child's time is spent in the school room, the wisest, best directed efforts of the most earnest and most conscientious teachers will not easily overcome carelessness or lack of discipline at home and the home environment of many pupils is such as to make early training in school especially desirable. It being the object and the hope that the influence and the training of the school will reach out into the broad arena of the child's life it is then of the utmost importance that the highest ideals be instilled during the impressionable age of early

youth if we would develop the strongest type of honest, intelligent, self-supporting citizens.

The State is demanding and you must teach a higher moral standard of citizenship. Experience has shown that there are more failures in life from lack of moral character than from lack of knowledge and you must realize that you will be called upon to assume greater moral responsibilities for the pupils who pass through your hands. Your pupils must be taught by precept and example, the increased value of unswerving honesty, clean conscience, spotless character, unselfish purpose and higher ideals. This of itself means more than mere learning as measured by so much of arithmetic, geography, science and philosophy, for upon public and private virtue, civic and individual righteousness depends the destiny of our state. The vital things said, done, and taught, those that really count for good or evil or have power in directing the things that have life in them, the thoughts that have feeling and purpose behind them, and the preparation for the duties that will effect our destiny must come from the school through the teachers, for what the teacher teaches to-day determines what the state will be to-morrow.

Get closer to your pupils if you want the best results as teachers. There is sometimes more of religion in one friendly or timely call by a minister than in a month of sermons. So may you by an opportune call upon a wayward or disinterested pupil accomplish more than by a month of effort in the school room.

From the home environment, viewed at close range, suggestions can be left or ideas carried away that might solve many problems and result in untold good to pupil, parent, and teacher. I have noticed in my brief experience that the teacher who gets in touch with

both pupil and parent is generally spoken of as *the best teacher*. Therefore don't overestimate the importance of school room and textbook. They have their purpose, but the true teacher will rise above either if necessary to interest, awaken the faculties, arouse the impulse and create aspiration in his pupils. The true teacher will send out pupils imbued with a desire not only to help themselves, but a willingness to exert their influence in behalf of others; with high purposes that will not falter in contact with the world, but will stand ever for the things that are sacred, good, and true; with aspiring ideals that will tend toward the uplifting of the community and with characters that will practice the virtues as well as the duties of true citizenship.

If I have assumed too much of "The Independent in Education" as dependent upon the teacher it is upon the presumption that the duties of Boards of Education are so plainly prescribed by law and are so nearly executive in their nature that the initiative of any movement for progress and advancement in school work or methods must come from the teachers. About all that is expected of Boards of Education is to so apportion the funds at their disposal as to provide ample play ground, sanitary buildings with correct heat, light, and ventilation, proper school apparatus, the best text-books, and competent teachers; all of which sounds very easy, but is so rarely met with, that I would be glad to meet any of you personally who are employed where these ideal conditions prevail. However, the importance of these conditions cannot be overestimated and our greatest hope is that the Independent in Education will recognize the necessity of a larger educational fund to meet these requirements or provide a satisfactory solution of the problem with the funds at our disposal.

## EDUCATIONAL PUBLICITY.

CHARLES D. SIMERAL, STEUBENVILLE.

### *Mr. Chairman and Teachers of Ohio:*

In the spirit that "the wisest men always learn something from the humblest peasant," I present myself before this magnificent association to discuss the subject of "Educational Publicity." I have brought no great message to the teachers of Ohio, nor am I conscious of being inspired by any duty, other than good citizenship, in presenting this subject for your consideration. It may be trite, but it is true, that the modern newspaper man is considerable of an iconoclast. He sees so many shams and comes face to face with so many deceits that he begins to suspect everybody and everything, and I have even known him to be so unkind as to doubt the good judgment, if not the good intentions of some of our Ohio Educators. But notwithstanding these occasional digressions, I believe that the newspapers of this imperial state have, as a rule, been most generous in their treatment of educational interests.

They realize the importance of the work being done by the teachers of this state and nation, and they know, judging from the compensation received by them, that much of it must be "a labor of love." In numerous instances they have tried in their weak way to correct some of the inequalities, and in doing so have found that they had aroused the ire of the school board and the miserly taxpayer without correspondingly arousing the enthusiasm of the men and women whom it was desired to benefit. And I can say from personal experience that such a realization is not tinged with all the rosy tints of the sunrise, nor all the glories of a day at Put-in-Bay, and the fewer such experiences newspaper men encounter, the more enthusiasm they will have for other contests.

You men and women gathered here

today represent the cream of one great division of a grand army of the republic. While others have in times of danger rallied around 'old glory' and amid bursting shot and shell fought for the perpetuity of our government, you, in the quiet of your schoolroom away from the fife's shrill note, and the drum's tattoo, far removed from the charge and countercharge of contending arms, have just as valiantly and effectively fought for the starry flag and all it represents as have the powder-begrimed and war-stained veterans of other days. It is not yours to ride at the head of marshalled armies, though you be worthy of the honor; not yours to flash the sword of command upon bloody fields of carnage, though gifted with a spirit as intrepid as Richard the Lion Hearted; not yours when the battle is fought and won to receive the acclaim and plaudits of a nation, though you be even more deserving; but in the quiet of your schoolroom, away off perhaps in some dell where the earth is carpeted with daisy and festooned laurel and lily, where, when the evening shadows gather, the whip-poor-will sets up his plaintive notes, you marshal your little company of the great army of hope and teach them the lessons from which all Republics draw their inspiration. It then behooves you to make all alliances and use all instruments at your command that your work may be crowned with a success as effective as it should be glorious.

One of the instruments, which in your blindness, you have sadly neglected is the public press. Leading educators have said that the newspaper is for amusement, not instruction, and either through haste or ignorance thousands of teachers have accepted this view and contented themselves with only a cursory acquaintance with this great modern institution. There are scores of teachers, perhaps some of them within

the sound of my voice, and I am ashamed to say it, who never read a daily paper and who know no more of the aims and aspirations of the newspaper men of these days than does a Hottentot or a Kaffir. They think, or think they think, that the newspaper is gossipy and unreliable, that it deals in wars and rumors of wars, that it serves slander for breakfast, accidental horrors for lunch, and murder, gruesome and bloody, for the dinner hour. To them the newspaper is the condensed essence of all iniquity and they tremble like whipped curs when in the presence of a meek and inoffensive servant of this modern Mogul. They are totally ignorant of the great currents of thought that are sweeping away old lands marks, of the tornadoes of public indignation that are razing thrones, of the travail and birth of new stars in the galaxy of nations. If disaster visits the land they feel no sorrow for they know it not; if honor comes to our people, they feel no elation for to them it is a sealed book. Long weeks after in some musty review, perhaps, they learn of the doings of this great busy, throbbing world, but they have then lost all the thrill of the thing, and it is only dead history. They are dreamers of dreams, but there is no interpreting Joseph among them.

The newspaper, aside from the school master, is the greatest educational force in the world. In shaping events and in determining policies, it has no rival. Statesmen propose but the newspapers dispose and where they stand solidly arrayed against a man or a policy that man and policy are doomed. But that power—and power is inherent in the people and is only delegated by them to those in whom they have confidence—has as a rule been used most conservatively and almost always in the interest of the state and nation. In these modern days the newspaper has been the

bulwark of liberty and the defender of the people. Without its hearty and enthusiastic co-operation, the great reform measures which have been enacted into law in the recent past would have failed and the dishonest corporations would have been more firmly entrenched in power than ever before. To the press, men like Theodore Roosevelt, Wm. H. Taft, Charles E. Hughes, Gov. Folk, and Senator La Follet, owe a great debt of gratitude for they are the creators of the conditions in which these men have found a most luxuriant development. With few exceptions the press stands for honesty in public affairs and for the interests of the masses. It even rises above partisan considerations and condemns with equal severity the party associate and party opponent who have been lax in their public duties. If you doubt this ask Ohio's Senatorial alliance.

It is then plain that the educator who neglects this mighty engine of publicity is derelict in his duty. Linked with the power for good which you men and women control, it is invincible. Thoroughly arouse its interest in your great work and no failure can be possible.

But how can this interest be aroused? Not by nagging, not by censuring, not by grumbling, not by sitting in your room and wondering why that benighted editor gives so much space to the murder and so little to the institute, not by discussing him in Educational Associations, nor dissecting him in monthly magazines, not by feeling that yours is the only profession and that God has touched you with a power that needs no assistance, not by holding aloof from the every day things of life; not from any or all of these things combined can any help come, but come it will if you will only honestly endeavor to secure it. As men, you probably need as little help as any other profession, but as patriots you need all the assistance you can command in building up the schools and

making them strong in the confidence and affection of the whole people. In order to obtain this interest, you must mix brains and labor. You must treat the press with the same courtesy and consideration you would show to any other powerful neighbor; and you must plan and execute with judgment and discretion.

Down in Steubenville, a city where the music of the turning spindle and the whirling wheel has not yet drowned the promptings of the muse, Supt. Van Cleve has a monument in a High School building constructed of stone and brick and most complete in every detail. That building was secured in the face of a most intelligent and determined opposition, and it was only the hearty co-operation of the superintendent and the press and the liberal use of printer's ink that made victory possible. Superintendent Van Cleve has joined the great army of intelligent men who believe that advertising pays and it will pay no less in your city than in his. That for which the business man willingly pays millions, you through neglect or lack of energy refuse to accept as a free will offering, and if it effected the teacher only, no tears would be shed over your loss.

We hear much in these days of the dangers threatening our Public School system and of the means necessary to be taken to safeguard its interests. The danger which stands out most prominently is said to be indifference—the indifference of the general public toward both the teacher and the system and the average educator seemingly stands helpless in the presence of this condition. When it was found that there was danger to the people of this country in eating contaminated beef, President Roosevelt used the public press to disseminate the facts and tainted beef was no more. When Governor Hughes felt that there was danger to the people of New York in unrestrained corporation

control, he used the public press and the Utilities bill was the result. All of the victories of Secretary Taft and Governor La Follett in behalf of the people are victories made possible by the intelligent use of the public press, and what these men have done you can do.

I admit that your problem is a more difficult one, that it will require more tact and persistence to obtain victory than in these cases referred to, but I also maintain that the stake for which you play is the greatest known to man. Advertise the public school, advertise its successes, advertise its progress, advertise the attendance, advertise everything that can possibly be of interest to the general public, and if your advertisement is written in an interesting and attractive style, the general public will read and respond to your leadings.

Another cloud which looms big on the horizon of school dangers is over-zealousness—the over-zealousness of the bigoted ignoramus. His interest in the public schools is only equalled by his ignorance of the aims and aspirations of those who control them, and his one object seems to be to rule or ruin everything he touches. This type has many callings. Sometimes he is a prominent citizen with more money than culture, and the Superintendent and the school board are expected to kow tow to his every whim. Sometimes he is a merchant with a training entirely commercial, who has managed to be elected a member of the School Board and he expects men who have given their entire lives to the study of school problems to set aside their opinions and to adapt his ill considered fads. Sometimes he holds no position whatever, except that of father to a large and growing family; and because he has *failed* in rearing his children in the way they should go, he feels competent to advise the school master as to his duties. The simple truth is that all of these types are found

in every community and all of them are equally asinine and idiotic, and should be relegated to rear seat. This can be largely accomplished through the public press, if you are only willing to take the time and make the effort in educating the people as to the real conditions.

But enough of this. Let us turn for a moment to the use of the newspaper, not for but in the public schools. To my mind there has never been a more flagrant waste of opportunity by any profession than is here acknowledged. It is rare indeed to find a teacher who really appreciates the true worth of the newspaper as a text book, or at least a supplementary study, and fewer still carry that appreciation into the actual work of the school room. Some teachers, perhaps many teachers present here, use the daily paper as a "tickler" in the discussion, with their pupils, of the current events of the day; but even this slight concession is denied the children in thousands of schools throughout this land simply because the instructor is entirely unfamiliar with the real value of news in educational development. History, if it happens to detail the campaigns of Caesar and Alexander the Great, is crammed down the throat and beaten into the brain of every pupil, but the history of today—the great world movements which are changing boundaries and creating nations—a movement which in its majesty and scope is unequalled since first the morning stars sang together—is totally neglected and thoroughly unappreciated.

The news of the past five years has described campaigns as brilliantly conceived and daringly executed as any recorded on history's pages. It has pictured great race movements fraught with possibilities as commanding as those of the Goths and Vandals; it has described national upheavals and ferments as tragic in their consequences as those witnessed in France during the

Revolution; it has told in words of burning eloquence of the death of tyranny and the birth of Freedom when Cuba emerged from slavery to rank among the nations of the earth; it is telling today of the people's great fight in Russia against autocracy, and when that story is finished, it will write in letters of blood of the people's triumph in the establishment of equal justice to all men.

But not alone to the student of history and politics does the press appeal. There is hardly an interest which it does not touch; hardly a whim which it does not gratify. If you are interested in archæology it will accompany you through the ruins of antiquity; if travel is your fad both "Greenland's icy mountains and India's coral strand" are familiar to its pages; if you are a Political Economist, master minds will discuss for you the problems of the day as they are affected by modern conditions; if philosophy appeals to you, the latest and best thoughts of the great thinkers will be spread before you. Dare you as teachers neglect these "diamonds in your back yard." Can you afford to exploit the past at the expense of the present? Is it not a duty you owe to the children of this country, as well as the country itself, to keep them fully abreast of the times and interested in the things of today? "We are living, we are moving, in a grand and awful time, in an age on ages telling, to be living is sublime."

Then take the newspaper to the school room. In it will be found the choicest literature in all the world. Rich in poetry, it is no less rich in humor and pathos, and the choicest minds of Christendom contribute to its pages. Encircling the world with its scouts, it discovers and reports the great movements along all lines of progress and rings the alarm in time of danger. It is the beacon light which beckons humanity to a

higher plane—"A Nearer my God to Thee" plane. Let us hope that its aspirations may always be high and that these two great forces for good—educational and journalistic—may join hands in fighting for humanity's greatest hope—the Public School System.

### "SIMPLIFIED SPELLING."

J. A. SHAWAN, COLUMBUS.

From the date of its birth in 449 A. D. when the Jutes, Angles, and Saxons commingled their dialects, to the present time, the English language has been a living, growing organism. Enlarged by the Norman-French injections of 1066 A. D., and enriched by the Latin additions that came later on with the revival of learning, it has grown into a power and flexibility possessed by no other modern tongue. From 2,000 words fourteen hundred and fifty seven years ago, its vocabulary has increased to more than 200,000, and the end is not yet. I am one of those who "believe that, if it is not unfairly handicapped, this language will become the dominant and international language of the world." Its adaptability to commercial life, its cosmopolitan vocabulary, and its grammatical simplicity all fit it for such a destiny.

That a composite language of such magnitude should absorb and hold many words of grotesque form and useless excrescences, is not to be wondered at. Most of these however, are handicaps which should be modified or removed. As a thing of life, a language is capable of cultivation and development, and intelligent pruning will improve the quality of its fruit. From a philological point of view, too much attention may be given to the form of the word and not enough to the idea which it represents. Ideas are immortal. Words are but symbols, the signs of ideas, and come and go as the times demand, often

changing their dress to suit their generation. None but living words clothed in modern attire should be placed before our children or used by adults.

"When a French child learns English," says Professor Louis Havet the distinguished French scholar looking at the question from the standpoint of an outsider, he finds it absurd that *wrong* begins differently from *right*, and that *enough* is not pronounced like *plough*." "If I am not mistaken," says he, "when a child in London or New York learns French, he also thinks it odd that we write *boeuf* differently from *neuf*, and that we pronounce *mille* differently from *fille*." These are kindred inconsistencies from which both languages are suffering. That simplification and unification are desirable in the English language, all must admit; but the mode of procedure will always be a subject for discussion. That changes have taken place and are going on now is clear to every one; we all write "color" and "deposit" and "neighbor" and "check", most of us use "pretense" and "esthetic" and "dispatch" and a few of us perhaps, "whisky" rather than the alternative form of these words.

Many say let these changes come about in a natural way: i. e. as changes made by individuals whether accidental or otherwise become quite general and are recognized as unique and stylish, let them be adopted. Individual changes are usually whimsical and unscholarly.

The present system of spelling was thrust upon the English language almost by accident. The versatility of Chaucer, the originality of Shakespeare, and the spicy variety of all the writers of early English, were thrown to the winds when Johnson wrote his great dictionary about the middle of the eighteenth century. Who does not admit that the movement was a good one, the best possible in its time even tho it did

check the evolution of the language? But scholarship has advanced since the days of Samuel Johnson and the conditions of the times call for progress in spelling as in every thing else.

Like all questions of the kind in which so many are concerned there is a great diversity of opinion. In this case, there are three well defined parties; the Radicals, the Liberals, and the Conservatives. The radicals stand for phonetic spelling pure and simple, the conservatives are opposed to any change, while the liberals occupy middle ground—not the first to accept the new nor yet the last to drop the old.

I do not see for my part, how any one who is at all a scholar can seriously think of phonetic spelling. Provincialisms in the sounds of letters would run riot, etymology be lost, and the language itself lose its richness and power. Any one of the three things would be a calamity. Phonetic spelling as generally understood is revolutionary and should be opposed. With some people any bad spelling is passed off as phonetic. To such people there would be no difference between Chaucer and Josh Billings; to them certain verbs would mean no more than the single letter like "c" or "r" which might represent them in sound. All such talk is the sheerest nonsense and is not to be considered; but a simplified form with proper reference to the true etymology of a word is fair and right. Yet we must recognize the fact that many highly respectable words have lost their etymology. *Fancy* has changed its Greek *ph* to common *f*; *scent* of Latin ancestry has picked up a common *c* and spoiled its Roman nose. The ancestry of the former is too remote ever again to be restored, while the latter could easily regain its lost identity and pristine glory by dropping its vulgar associations. A strict application of the principles of



etymological spelling would knock "I" out of *could* and "h" out of *ghost*, *ghastly* and the like.

Over conservatism on the other hand is equally unwise—that which has life must grow or die and rapid growth under intelligent direction is the spirit of the times. "Fancy a man," says Lounsbury, "refusing to repair his clothes or to put on a new suit on the ground that by so doing he could never be again what he was before. that the integrity of his character and the continuity of his traditions would be destroyed; that he would no longer be the same man to those who had known him and loved him."

The ultra-conservative who finds it difficult to change fixed habits ought always to be treated with due courtesy, and when the cry goes up as it often will "Janet, Donkeys"! a proper regard for age and other things should cause us to refrain from trespassing on the green spot of sacred memories.

A liberal policy seems always fair, open-minded, and wise. A great language movement of this kind should be under the guidance of scholarly leaders. We are fortunate, it seems to me, in having at our service a Board of scholarly and prudent men with ample funds at their command to employ the experts necessary to make detailed investigation of the etymology and form of each word thus assuring the purity and strength of language.

When President Roosevelt issued his order requiring the three hundred simplified spellings advocated by the "Simplified Spelling Board" to be used in the executive department of the United States Government, a protest long and loud went up from all parts of the country against this interference on the part of the president with the written forms of the English language. Many did not know that there is a Simplified Spelling Board much less its aims and claims

and Congress does not yet seem to realize that fact as fully as it should. Beacon fires were built all along the conservative lines. "The Declaration of Independence will have to be rewritten and mutilated" cried one; "Gray's Elegy would look like a poem in a strange tongue" says another; and "the Bible will lose all its simplicity and beauty" lamented a third. A single reading of the Simplified Spelling Board's report and an examination of the list of words ought to be all that is necessary to show the absurdity of the above statements.

The London Chronicle is far more considerate than many of our American periodicals when it says:

"Whether we like the new spelling or not, it probably will be forced upon us because the United States is coming more and more into control of the printing presses of the English-speaking world. If once President Roosevelt can establish uniformity in America on the lines he prescribes, the new spelling will be likely before long to become dominant also."

It was not and is not a matter of recognizing new forms for old words, it is so far solely a matter of fixing authority for forms already recognized. With the exception of the twelve words adopted by the N. E. A. nine years ago, every word has the sanction of at least one of the great American dictionaries as a detailed study of the list will show. The President's action therefore simply fixed the choice between two or more spellings already recognized by dictionary authority as far as the publications of the executive department are concerned. The President was right and in the end will be vindicated.

This was not new. For years the executive department of the United States Government has followed the rulings of the "United States Board on Geographic Names." Moreover, our up

to date geographies follow the same rulings and it is believed that the Simplified Spelling Board will have a like influence as its work is better understood. Of course, objections to some forms will arise and especially to those in "ough" whose etymology seems doubtful. It is claimed for instance, that the sound of "oo" for "u" in "thru" is vulgar. On that basis I fear that most of us are hopelessly vulgar in the pronunciation of "truly, prudence," and the like; in fact, in most cases where "u" follows "r." Changes in the past two centuries have been brought about largely by individuals followed by such groups of friends as the individual might be able to influence. It is proposed by the "Simplified Spelling Board" to give systematic direction to the changes taking place now and to pave the way for intelligent and desirable changes in the future. No one who knows the personnel of this Board can doubt that it will be guided by learning and good judgment. The ripe scholarship of Dr. W. T. Harris and President Butler of Columbia; the recognized ability of Professors Lounsbury of Yale, March of Lafayette, and Mathews of Columbia; the etymological work done by the editors of Webster, The Century, and The Standard who are members of the Board—all speak for the authority of its work as it progresses. It will not seek to foist upon the English writing people an absurd phonetic system which has no reference to etymology. Indeed, it does and will seek to preserve in tact and, where necessary, to restore the true etymology of each word considered. The classics are essentially phonetic. Fully 55 per cent. of our English vocabulary comes from the Latin directly or thru the Norman-French injections and at least 10 per cent. more are of Greek origin. Both the Latin and the Greek have been corrupted by Norman-French excrescences which may

be eliminated to the advantage of the meaning of the words so changed. Such words as catalog, prolog, and program are corrupted by such endings as "ue" and "me." With the restoration of the classic etymology of these words and hundreds of others, all that is necessary or desirable in a phonetic language will be gained and at the same time the gates of the English language will be thrown open to the classic student of every land and tongue.

A careful examination of its reports and of the list so far submitted by the Simplified Spelling Board will show no ground for the fear expressed by conservatives that the etymology of the language will be destroyed. The contrary is true, its etymology will be restored in most cases.

It is, also, claimed by some people that any movement in the direction of changes means the sacrifice of pure English. It is difficult to understand just what they mean by "pure English." If the dialect of Chaucer is meant, it will not be preserved; or, if it is the spelling of Shakespeare even, they are destined to disappointment; they certainly do not claim that Samuel Johnson was the father of pure English; but if they mean strength and beauty of thought expressed in pure and simple language will be lost they are grossly mistaken—this should be and will be preserved by the use of correct etymology and the omission of useless excrescences. The Simplified Spelling Board seeks to save and restore the Anglo-Saxon etymology as far as practicable but in its simplest form. Take for example the word "rime." Assuming its relationship to "rhythm" which is of Greek origin, some one with influence wrote the word "rhyme" and so it was copied by Samuel Johnson and became fixed. But careful investigation shows that it comes from Anglo-Saxon "r-i-m," meaning number; hence, re-

curring sounds. The same is true of the word "sithe."

From a modern point of view, Shakespeare did not excel as a speller. Who at the present time thinks of publishing a Shakespeare with the spellings of the first edition? Or who would confine himself to the reading of such an edition if it were published? Certainly none but the specialist. It is not the form of the symbol but the form of the idea that has immortalized the works of Shakespeare. A single selection taken from the first edition of Shakespeare will be sufficient to show that it is not the spelling that preserves his English:

"To dye to sleepe  
To sleepe, perchance to Dreame;  
I, there's the rub,  
For in that sleepe of death, what  
dreames may come,  
When we have shuffled off this mortal  
coile,  
Must give us pause."

Out of thirty-six words he misspelled ten from a modern point of view, making a grade of 72 per cent., in other words only "Fair." Who ever heard of the great Shakespeare being only "Fair!"

The beauties of the Bible would not be forever marred by Simplified Spelling. It would be just as sane to insist upon the use of every obsolete word found in the King James Version and to hold literally to every faulty translation, as to insist upon its obsolete and incorrect spelling. It is the thought and not the symbol that touches the heart and reforms the life, tho a simple symbol may clear the thought. The American translation with obsolescisms removed is a vast improvement over the King James, just as the modern editions of Shakespeare are an improvement over the first. At the recent General Assembly of the Presbyterian

church, it was gratifying to note that while some stood as they said, "for the Bible of their fathers," the majority stood for the recent and more correct translations of The Truth. It was the substance and not the form that influenced that great body in its vote. So with simplification in spelling. Let the symbol say what it means and mean what it says.

After a careful examination of the list of 300 words one is surprised that so few changes have really been made and wonders that so small a fire should make so great a smoke. In a pamphlet issued by the Agricultural Department of the United States Government during the operation of the president's order and consisting of about 20,000 words, by actual count there were but 70 words affected and 38 of these were repetitions of the word "thru." As a matter of fact but twelve different words were used from the list of three hundred. With such a showing the Declaration of Independence, The Elegy, The Bible, and the masterpieces of English might still be read and understood by those who are quite antiquated.

Of the three hundred words, 150 are the preferred spelling recognized by each of our great American dictionaries—The Webster, The Century, and The Standard; 32 have the majority of such recognition; 12 have been authorized and used by the N. E. A. in all its publications for the past nine years, while the remaining 102 are either recognized as secondary forms by the above authorities or have the sanction of use by some of the best writers of English. A further study of the list shows that there are 36 words ending in "or" instead of "our" so common in England; as arbor, honor, labor, rigor, etc. In 19, "er" is preferred to "re," as center, meter, theater, etc. Twenty-two drop "e" final or in com-

position as *ax*, *wo*, *judgment*, etc. Thirty-eight, change "*ae*" or "*oe*" to "*e*," as, *ether*, *era*, *encyclopedia*, etc. For the most part these are technical or scientific terms seldom occurring in elementary work or in the every day affairs of life. Everybody drops "*f*" in *distil*, *dulness*, *instil*, etc. In such words as *defense*, *offense*, and *pretense*, the Latin etymology is preserved in the "*s*" rather than in the "*c*." In 11 words, the Greek termination "*ize*" is preserved where an active process is indicated as in *catechize*, *civilize*, *idolize*, rather than "*ise*" which denotes a quality; as *merchandise* and the like.

The apparently irregular past tense forms while shocking to the eye and taste of many sensible people are not without authority. It will be noticed that "*ed*" following *sh*, *pp*, *ss*, or *x* naturally takes the sound of *t* and is easily so written, as in *dasht*, *dipt*, *blest*, and *vext*. There are what phonographers call "light consonants." Take the heavier consonants like "*ss*" in *buzz* and the added "*ed*" has its own sound. The following definition for the regular verb ought not to produce any great strain on the nerves of those of fixed habits of spelling and would certainly be a great blessing to those who are just trying to learn to spell: "A regular verb is one which forms its past indicative and perfect participle by *d*, *ed*, or *t* to the present according to sound: as *name*, *named*. *bless*, *blessed* or *blest*." Both of the latter forms are in general use: the one sacred, the other secular.

Some time since I *stepped* into the room of an excellent primary teacher. I turned to the list of words in a certain reader marked for pronunciation and called her attention to a number whose silent letters were indicated, but final *d* unmarked; as *showed*, *jumped*, *stopped*. How many sounds has "*d*" unmarked? I asked. "It should have but one, I see that it has two," she said.

How does the child know which to give? "He don't know," was her reply, "I must teach him and I teach him as I was taught." She was doing just exactly what all good teachers must do. How absurd that "ped" should be necessary to symbolize the simple sound of "*t*," as in *stopped*, *stepped*, etc! What means has the child of helping himself so long as such absurdities exist? Is it any wonder that he becomes dependent when he is constantly reminded that what he attempts to learn alone, must again be unlearned? Not only so, but as Professor Lounsbury truly says "The intellectual faculties are absolutely put to sleep at a time when they should be most active." Now prove that, you say. Take the syllabic phonogram "*ed*" and let the teacher begin to build words by prefixing such simple consonants as *b*, *f*, *l*, *n*, *r*, *w*, etc., and getting such words as *bed*, *fed*, *led*, *Ned*, *red*, *wed*. The child catches an idea and begins to apply his knowledge by drawing on his constructive power and thus he builds; *hed*, *bred*, *thred*, etc. "No, my dear" says the teacher "you use "*ea*" in such words." Again the child tries to utilize this new information in pronouncing words which he sees; giving the short sound of "*e*," *bead*, *read*, *heat*, *beam* team. "No, no, my child," says the teacher, "you must stop thinking and learn these words." Thus self activity is checked, thought is stifled and blind authority is dignified. We tell our children to be independent and self-reliant, we tell them to think for themselves and to think in symbols; and yet we give them a long list of useless symbols, as in silent letters, and a large number that do not stand for what they are, as in substitutes. The silent vowel in every vowel digraph may be dropped not only for the sake of simplification but to the advantage of the word. The digraph *ea* has all the sounds of *e* as heard in

the following words *bead, bread, heard, bear*. The general use of this digraph is remarkable as an examination of a single page which one reads will show.

It is a matter of profound regret that when a child has mastered not a few elementary sounds, as Professor Havet says, "he can make out *ten cats*, but not *eight calves; hat*, but not *shoe; red*, but not *blue; America*, but not *United States*." In a country like this with its thousands of new comers every year, languages should be as easily mastered as possible. No vain sentimentality should cause us to place a single *iota*, p, k, or gg in the way of the seeker for knowledge.

O, the thoughtless tyranny of the dead! These old forms! How they stalk forth in their spectral garb and frighten the living at every turn by their silent addition to many a simple word. Let us bury them out of sight and write over their resting place "requiescat in pace."

In our own city the following action was taken by the Board of Education at its meeting Oct. 8, 1906:

1. That word forms already reported by the Simplified Spelling Board, except past tense forms be recognized as correct; but that past tense forms, be recognized as rapidly as general use will warrant and their publication in text-books will allow without confusion.

2. That in every case where the speller in use gives a choice between the English and the American, the old and the new, the regular and the simplified, the children be required to study the American, the new, and the simplified only.

In a number of other cities Boards of Education have gone farther and perhaps, done much worse. I think that you will all agree that as between the Anglo-Saxon and the Norman-French we should choose the former; between the living and obsolete, always the liv-

ing; between the old and the new, of course, the new; between the English and the American, emphatically the American. This action of this Board of Education is very conservative in fact. The simplified forms are accepted as correct with the exception of 73 past tense forms which are placed on the waiting list pending their good behavior. Not a word is to be accepted without the authority of the text-book in use, a representative dictionary, or its place in literature. Perhaps we are too conservative in regard to past tense forms. The second resolution is an absolute necessity, for the spelling book in use has lists of two spellings side by side between which there is a choice and we think that our children will do well, if they become familiar with one and that the one which they will use. Thus briefly stated the Board of Education of the City of Columbus has put itself in a position to accept that which is latest, if it seems, also the best.

Every living language is subject to change. Even the German which is essentially phonetic is dropping its silent "h" in such words as *thal, theil, heimath, thun*, etc., not in America but in Germany, in Berlin, at the court of the Emperor himself. The French too with all its literal entanglements is slowly but surely extricating itself. France has a "Simplified Spelling Commission" and the educational future of the French child is looking more hopeful. Some of the most respectable periodicals of Paris concede "Fantome" instead of "Phantosme," the form used by the last generation.

Scholars, teachers, professional men, and business men should be open to carefully weighed suggestions but not like the Scotchman who was open to conviction but would like to see the man who could convince him. Science men are already in the field, that noble body of truth seekers who are always

direct in their methods and ever endeavor to express the truth as found in symbols or nomenclature as simple, expressive, and exact as possible, are among the leaders in this movement. The primary teacher who knows the difficulties to be encountered and who wants to teach the truth in its most direct form will hail simplification with delight. Changes in our spelling do and will take place constantly, it is true, but not always intelligently. Better far to be guided by a competent body of men who are able to suggest with no disposition to compel the acceptance of their suggestions without careful consideration.

Many think that the "Simplified Spelling Board" has been altogether too conservative. It is better to make haste slowly. The fact that the editorial staff of each of our great dictionaries is represented on this Board means much. In later editions of these dictionaries,

the lists passed upon from time to time are likely to be recognized as primary forms. Publishers of school books will in turn follow in the wake of the dictionaries which become the authority of the schools. Thus unconsciously almost the spelling of English words will assume something of regularity and simplicity and the greatest barrier to study of the language will have been removed. Relieved of its difficult and cumbersome spellings the relics for the most part of the Norman-French invasion, many of the burdens of childhood will be lightened, the mysteries which confront the stranger will be made clear, and the greatest vehicle of thought ever used by man will go on its conquest of the world. Truly it is "a consummation devoutly to be wished for" and an end to which every student and thinker should give careful and open-minded consideration.

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## TUESDAY, 2:00 P. M.

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### REPORT OF COMMITTEE ON NECROLOGY.

SUPT. J. A. SHAWAN, CHAIRMAN.

It seems to me that it is always a sad moment when we come together to think of those who have been active among us and who in the past have done so much for education in our state. I am not sure but this has been a year perhaps that has been characterized by as few losses as we have had in a number of years. We know of Supt. Leland of Mt. Vernon, Prin. Stivers of Dayton, E. D. Kingsley of Columbus. We have asked some persons to make some remarks on the lives of these persons. I will call upon Supt. J. K. Baxter to speak of the life of Supt. Leland.

J. K. BAXTER.

If I were to say all that is in my heart to say it would take more time than we have to spare this afternoon. Supt. Leland was a clear, pure-minded man and was loved by all who knew him. While he was not as well known over the state as some other superintendents, it was not altogether his fault.

Last year was his first attendance at this association. It was the first opportunity he had to attend and he said to me this is a great meeting and I wish I could have been here all these years, but he said I will never miss another meeting. He did not then know what was going to happen during the year. He was reared upon a farm in Michigan, being the eldest of several

children and therefore much of the responsibility of the home was thrust upon him. By his energy and determination he passed through the high school at Ann Arbor and afterwards graduated at the State Normal School at Ypsilanti. He then went to the Kirkwood school in Missouri under the supervision of Colonel Hyatt. It was my pleasure to visit there and talk personally with Col. and Mrs. Hyatt and their words in speaking of him were gratifying to me. I first met him on his way home to Michigan. He heard that we wanted a principal at Mt. Vernon. I had talked but a few minutes with him when I thought there is the man we want. I recommended his appointment, he was elected and during my seven years there I had no reason to doubt my judgment which I had formed of him. He was an organizer and untiring in his labors. There was not a lazy bone in his body. He came on the ground in due time, asked a few questions, received a few suggestions and then went ahead with his work. He was one of those men for whom you did not need to write out and explain. He knew how to do things. He loved to see things done well. He was an excellent principal and during the short time he was superintendent, he had made an excellent reputation. He was making a great success of his work when he was cut down by death. His death was a shock to all of us. His death was especially shocking to those of us who were intimately acquainted with him.

In 1897 he was married to Jane Campbell of Michigan. He loved his home and he was loved in his home. He was magnanimous and generous almost to a fault. I might say no wonder he was loved and no wonder he is missed in Mt. Vernon. That city lost an excellent superintendent, an efficient teacher, a good citizen and this association lost a very efficient and active

member. I am sure that this association extends their sympathy to the widow and two children who are at Ypsilanti, Michigan.

MR. ALLEN, MT. VERNON.

I had not expected to say anything on this occasion. I wish that I might say all that is in my heart today and all that I feel in the death of Supt. Leland. He was my friend and he was a friend to every one. He was one of those men who are willing to lay themselves aside in the interests and for the benefit of others. He was a man who loved the children. In the schools he was always pleasant and had a smile and a greeting for every child and he always looked for a smile and a greeting from them. It was a great shock to us in Mt. Vernon when he died. We have thought a great deal of him since and especially of the work which he had done there. Since he is gone we have appreciated his work more than ever before. His work among us and our memories of him will ever remain with us.

E. M. VAN CLEVE.

When Principal Matlack after a wonderful struggle for life passed away this spring, we all felt that a good man had gone to his reward in heaven and that his life and labors had left such an impress as we who go about from place to place never leave upon any community. He had served his life time in one community. True he had been the superintendent of schools in the neighboring village of Cadiz and he had spent some little time in business in a neighboring village but practically his whole life was given to the schools of our city. I could not tell you this afternoon all that Mr. Matlack has done for the city in which I live. At his death the church to which he belonged was crowded to suffocation by pupils and friends all bearing testimony to his life

of devoted service. I can not forbear saying one word of personal reference because it shows the spirit of the man. He was of course many years my senior but when I went into the community I received from him the most cordial and earnest support and the most wise and valuable advice. His spirit was the spirit of courtesy and gentlemanly treatment of even a youth who happened to be his superior officer. Mr. Matlack was in the service of his country in the Civil War as a mere boy and coming out with the horrors of the Andersonville prison pen upon him. Early in the seventies he was called from a country school into the city of Steubenville as a teacher of the eighth grade. Soon he was made principal of the building which position he held when he died. Throughout all these years he has made an impress upon the community that is most lasting. He was one of the four founders of the Eastern Ohio Teachers' Association and was a member of this organization. He became a member in 1880 and was a regular attendant for many years. In the last 3 or 4 years since I knew him he has not attended because he had come to that time in life when it was a burden for him to come but he always sent his membership fee. He was a member of this organization and an honor to it. I am glad to pay this little tribute of respect to one who influenced me and made my way more pleasant by his courteous and kindly treatment.

SUPT. J. A. SHAWAN.

The president has asked me who is Mr. Kingsley? I presume that is a question that not many of the members of this association could answer. He was an educator 40 years ago. At the time of his death he was a trustee of Dennison University and had been an honored member of that body for many

years. Away back in 1848 Asa D. Lord called Mr. Kingsley from New York to work in the Columbus high school. After he had been here more than a year he was called to the superintendency of the schools in Marietta. After serving there seven years he was called back to Columbus to succeed Dr. Lord. He was superintendent of the Columbus schools for 9 years. That was 40 years ago. His reputation as a teacher was the very best. Afterwards he went into business and he applied the same energy that he did in teaching and he was one of the few teachers who died in excellent financial circumstances. It seemed to us that because of the fact that he had been a superintendent of schools away back in the early history of our school system and in view of the fact that he was a member of the old guard his name should be mentioned in this memorial service. That concludes the list of names in the possession of the committee. We do not know whether we have mentioned all the teachers who have fallen during the year or not but if there are any others we shall be glad to have you name them and to say a word as a tribute of respect to their memory.

PRIN. CHARLES LOOS, DAYTON.

I have been asked to say a word upon the death of Capt. Chas. B. Stivers. He deserves mention because he was principal of the Steele Central High School for 23 years and had been a teacher for 2 years before that so that he spent 25 years as a teacher in the schools of Ohio. I do not remember of ever seeing him at the state association. I remember that he was in the habit of contributing his fee for membership but I do not remember of seeing him here. I am glad to offer a tribute to the memory of such a magnificent man. He was a man of soldierly bearing, tall straight and a graduate from West



Point. He had fought bravely through the Civil War and at the battle of Fredericksburg when Burnside was throwing his columns against a battery, his company was in the second column. They started up the hill in the afternoon and got half way up and within range of the battery when they had to stop and stay there all night while an artillery duel was being fought over their heads. It was a cold night and their clothing was frozen on them. He had his hearing injured and there received the cause of his death. He was a man without fear and without reproach. He was a man of sterling integrity and determination to do the right as he saw the right but he is not remembered especially for that. I do not suppose that any teacher has ever inspired the community at Dayton as he did. I think it is safe to say that more persons in that city felt the impress of his personality than that of any other man in it. It was not because of his soldierly bearing or his rigid integrity but because that integrity was planted on the right and the left by gentleness and humility that made him loved by every one with whom he came into contact. That kindly spirit which the teacher should have and which Dr. Parker calls the abundant spirit of vicariousness, that spirit by which the teacher puts himself in the place of another and bears his burdens for him; that feeling and spirit was strongly developed in him. Every one remembers him for that today and with his extreme humility he had that other characteristic of the teacher, an abundant willingness to be forgotten in a desire not to make a spectacle of himself. With all his army record and the prestige which he had he never paraded himself in public. That is perhaps one of the reasons why he never came to the association meetings. He was thoroughly humble in every respect yet he was a successful

teacher and he impressed everybody with that feeling. It is a heart of love that goes out within from every heart in Dayton. With an abundant spirit of vicariousness an abundant wealth of knowledge and his ability to make it a part of the life of his pupils and then with that abundant willingness to be forgotten, that was Capt. Stivers.

B. F. MOULTON.

I have nothing specially to say on this occasion because I have not had the happiness of knowing personally those who have passed away during the year. I can only say that we rejoice that there are no more of us that have passed into the next world during the year and I think we should be profoundly thankful that so many of us should be permitted at this time to come together at old Put-in-Bay. I am sure that as one of the oldest members of this association I am very, very thankful myself.

#### SUBSTANCE OF TALK ON THE ART OF STORY-TELLING.

REA MCCAIN, LEBANON.

When the introduction of a new subject in the school curriculum is threatened the first question is naturally "why"? In the discussion of story-telling the leaders bring up the arguments of early familiarity with literature, the molding power of association, the personal touch obtained in no other way and many similar reasons. So much for the leaders; for the mass of us their arguments are interesting but the powerful fact is their decision. To our minds their reasons may be convincing but for our actions their "must" is the determining factor. That the committee has placed story-telling upon the program in equal rank with reading, composition, and interpretation of literature makes it unnecessary for the

exponent of the oral story to defend her position in claiming for it an essential place in primary education. The answer to "why" is the agreed and determined necessity and all attention may be focussed upon the "How" of the resulting action.

The novice has the easiest time in the large school where every detail of work is planned for her and in such instances choice of material need not be considered. The outline of the month's work includes the story of Arachne. It would be difficult to find a teacher who is not familiar with the myth, but mere knowledge of the tale is not enough. Did you ever see pupils' papers which were hazy and disconnected to the last degree. That ours may not be so, a close study of the myth is necessary, a study, that is, of the component parts of the story. It can be told in these few sentences. Arachne excelled in weaving. She challenged Minerva, goddess of that art, to a contest. She refused to retreat at Minerva's kindly meant warning. The contest came but, blinded by conceit she proclaimed her web the best. In punishment the goddess changed her to a spider and left her to spin forever. Such is the bald outline of the story, almost as unfit to present to the child as the unground corn which serves as the basis of much food. This is simply the outline of your story. With it firmly in your mind stand before your class and try to tell it in such a vivid manner that each child will see it. Add details as numerous as you may need to make it plain but see to it that the account of shuttle, loom, or web be not so long as to detract from the base of the story. The impious pride of Arachne and its punishment is what you are telling and unless that is what the children retell in after days you might as well have left the story untold.

But if the effect has been missed?

Try again with the same story? It is usually not worth while. Stories are many and the failure may serve as a warning against a like carelessness. If you say to a child "That is not the point to the story, what was it about?" you may bring forth the desired correction but will be far more likely to arouse self-consciousness. To be worth anything, the child's attitude must be entirely receptive. The first thought "I must get the point" or "What is it she will ask me about." and what you are working for is gone. Better a dozen failures to grasp the point and the willingness to listen to the thirteenth than the sullen attitude of conscious failure.

There is an ominous frown on the face of many teachers when they read of all this story-telling. "There is no special time in my program for this, when is it to come in"? Do you ever find a music or drawing teacher, who is apt to leave a few minutes before schedule time? Why not tell one of these stories then? It need not take five minutes and if you doubt your skill, it can be done so incidentally that you yourself need not apply to it the name of success or failure. In the first or second grade reproduction must be, for the most part, oral. Some day you have no story. "I've told you so many, can't you tell me one to-day"? Where a few have had their chance, all the rest will want the same, never fear. Don't criticize all the little mistakes, they will make slips and there are chances enough for that without breaking into a coherent narrative.

So far your methods will be very simple, but at the end of the second or the beginning of the third year comes the time for written reproduction. Easy enough in this grade to drop your subterfuge of stolen minutes and boldly appropriate a few of the hours scheduled for language. Who knows what that really is, anyway. Once it meant

copying the teacher's words from the board. Sometimes it still means that. Then there were sentences with blank spaces to put in lie or lay, sit or set, as the case may be, a picture to write about, a sentence to rewrite, statements to weave into a letter, vague ramblings about name-words and action-words. Oh, this subject has been abused and altered so much that even the timid need not hesitate to steal from it again for the title withstands all changes and shelters all attempts.

Now, you have your time and material, of which more must be said in a moment, the lesson is bold and open, what will you do with it? The telling is the same in the lower grades but in rewriting, comes the trouble. They can't spell all the words. Many teachers write these on the board as the pupils ask for them. A few enterprising children in the third grade will have little dictionaries and use them but most can not yet discard the crutches of the teacher's aid. The greatest difficulty will be to get anything connected, writing is slower than the child's thought and by the time the pen has told of the first deed the mind may be busy with the last which will appear on the paper without regard to sequence. In a wild effort to fill the usual number of lines the omitted points will then be added. At first it is not necessary to point out individual defects but, chalk in hand, the teacher may stand by the board and, using for illustration the same story as before, she may ask "What did Arachne do first? What happened next? and so on, until a brief but accurate outline is placed on the board. It is easy enough to say emphatically, "No that is not next" and so keep the attention fixed to just the point under discussion. Better erase the outline before the children begin the writing, otherwise a stilted semi-copy will appear.

When the majority of the pupils hand in papers which are fully satisfactory the work is only half-accomplished. The retelling of a favorite story is not an end in itself. There are two ends, one is ability in expression, that is being attained when the papers are fluent and graceful. The other is to cultivate interest in literature and that is not so easy. The story-telling should lead by imperceptible stages to reading for oneself. Test them some day. When you have finished a tale remark as you move a book on the desk, "I found this story here." If your work has been worth the doing some one will shyly ask to see the volume and, depend upon it, next day, some enterprising pupil will carry proudly a book in which "mama said it told all about that man and I read it, too." See to it that the copy you have around contained a version simple enough for easy reading and let them hunt out the regular "grown-up" accounts at home. If they are interested they will read words of many syllables without a word of complaint. When they have carried the tale you told over into its natural haunt of famous books, then and not until then can you feel that the real aim of your work is accomplished. This independent effort on the part of the pupils will come by the time they are eight or nine years old and from that time on, the teacher's aim should be to direct interest, not to supply all the material.

Does this seem to limit story-telling to primary grades? By no means. It is not difficult to find lack of interest manifested even in the eighth grade and in almost any study save mathematics and spelling pertinent details well added will give a freshness best explained by saying that the child is apt to think all of a given subject is embraced in the book placed before him and the world outside has no connection with the carefully sifted list of

facts. Supplementary reading will do much to overcome this narrowness of vision but real power lies in the ability to say "I read the other day" or "I heard a famous lecturer say" and run easily into some pertinent tale. It must be one allied to the subject and of sufficient importance to merit telling for the proper proportion and balance must never be lost sight of. Even with these restrictions it is not difficult to find more material than the teacher will care to use.

The idea of filling out the meager outlines of the history is not new and perhaps most of you are thinking now of the man who for years has pleaded for broader work in this line, ending his discussions with an account of the Indians who traveled from the far west to the white man's capital to learn of his God and his civilization. They were feted and honored but their mission was ignored and at a farewell banquet their leader said tersely that they had been given to eat and to drink but of the white man's God they had not learned.

This is story-telling as truly as the recountal of myths and fairy tale in kindergarten and first primary and who shall deny its value?

Not that merely the modern facts are to be used in the intermediate and higher grades. Why not the legend of Cloris and his beautiful vase as well, why not a few of the wonders that Mandeville said he saw. We are confronted at once with the problem of where to find our material. In any book we read. Too broad a field for beginners? Well, then, first the epic stories which have become a part of the literature of all civilized nations, not because they are necessarily more beautiful than many modern tales but because the allusions to them are so frequent that by continued recalling to mind they will become fixed without conscious effort. These

will not be exhausted for many a long day, the Iliad, the Odyssey, Arthur and his knights, the old Nibelungen heroes and the rest but perhaps you yourself care little for such legends and want something else for, be sure if you do not care for them neither will your pupils. Why not the life of Christiana, the wild king of Sweden, the struggle of Earl Warwick, the last of the English Barons and the wild monstrosities of Richard the Third of England. Something still more modern in spirit? George Stephenson's triumph with the railroad, Shaftesbury's philanthropy, the subjects are innumerable. Modern heroism? What of James Lane Allen's "Old King Solomon of Kentucky"? It would be easy to write a long list on any line but still the question of material is not solved. Any of the older stories will be found in dozens of different authors. Are you to take the easiest? By no means. The oldest? Not necessarily. Always that account is preferable which has the greatest degree of literary merit. Unconsciously to yourself, your choice of words, your manner of expression will be influenced by what you have read. Through you, your children will be influenced, then see to it that the power is of the best. Colored as little as possible by your own personality, let the thought of great minds pass through the medium of your words to the child, remembering the prayer of Van Dyke "May I never tag a moral to a story, nor tell a story without a meaning." Surely he has never done so. In all literature there are few ideas so beautifully embodied as in his tale of the Other Wise Man. As he frankly says it is built upon no basis of known historical fact, it is only what might have been or as he puts it, what must have been. As an example of delicacy, of beauty, of truth to the highest that is in man it is unexcelled.

The Magian who should have started with the Three Wise Men for Bethlehem, was delayed by an errand of mercy. When he arrived the infant king was gone. Successively he gave the treasures of sapphire, ruby and pearl which he desired to carry to the Master to relieve the poor and suffering. All his life he searched and the Death which would have been painful in its sense of failure, was made peaceful by the words of praise borne to him from the lips of the crucified Savior.

### READING.

MARY PETERSON, CLEVELAND.

"Power to read," says Miss Arnold, "is so common a part of our mental equipment, that we rarely question its meaning or its origin."

We learn to read without giving a thought to the motive which impels us to learn. It might be well to *question why* we learn to read. To a great extent, we are dependent upon the morning paper for knowledge to assist us in directing our daily plans.

a. The forecast of the weather gives us warning or encouragement.

b. The seductive advertisement assures us what we need and where to find it.

c. The columns of alluring data concerning entertainment for profit or pleasure, are in fruitful evidence.

d. Commerce and industry find in the papers, the record of gain or loss, with points for future action.

e. The sportsman, by dint of diligent search, can find there the result of the latest game, race or pugilistic encounter.

f. There, too, the traveler finds his time table, with all necessary guidance for travel. And so on, without limit. It is difficult to *imagine* ourselves without this power to read the printed directions, which we daily consult for our convenience.

We learn to read, that we may add to our own *power* in the management of our affairs, by sharing the wisdom and experience of others.

As we cannot live to ourselves alone, we need to know what others are doing. To be ordinarily intelligent, we must know of contemporary events,—of the doings of other communities, which more or less, affect our own environment. So, to obtain knowledge of life in countries near and far, we read; and in proportion as our interest is wide and intelligent, does such reading become a necessity to us.

To judge of the *present*, intelligently, involves a knowledge of the past, which has so largely determined the present. A knowledge of what men have thought, have discovered, and have accomplished, in ages gone, enables us to interpret the present.

The experience of the past has been gathered and stored in the printed page that we might share in its richness; and only he who can read the past, is in possession of a complete knowledge of the present,—is a broad-minded, cultured man.

For the noblest conceptions of living, for the highest ideals of life, for inspiration and soul-culture, we have the unspeakable riches of literature. How *meager* our lives would be without its ministrations. The reading of *literature* experience of the past; (this aids in the interpretation of the present.)

d. To gain inspiration, spiritual insight, and true heart-culture, through the interpretation of literature; (this is the highest result of reading.)

Since reading is the gateway through which the *learner* must gain power to reach his inheritance of the strength and wisdom of past ages, and earn his soul-enrichment, it follows that, on the part of the *teacher*, every conscientious effort should be made to guide the pupil, with speed and discretion, toward this gate-

way, inspiring him with courage to overcome difficulties that lie in the way, and to imbue him with an enthusiastic eagerness to reach the promised land.

A survey of the field of reading-teaching in our schools, discloses varied conditions. Observation and report sustain the assertion that, in sections of our state—in this day of progress and enlightenment—there are those who still cling to the so-called alphabetic method of teaching reading to the unfortunate little ones placed in their care—and this, too, with all the "Educational Journals" at hand, teeming with method, device and advice,—and with the most excellent text-books of reading that abound—a strong argument, it would seem in favor of township or county supervision.

Passing from this condition, through the ascending scale of excellence, a condition is found where the *best points* of all methods are selected, and assimilated through the alembic of *common sense*, and used as fits the needs at hand.

When the average little one enters school at the age of six years, he has, according to his environment, a speaking vocabulary of from three hundred to one thousand words, which he uses with a degree of fluency. He has, before him, the task of becoming acquainted with the *written* and printed symbols of these words, which task is accomplished within his first school year, the length of time for this accomplishment depending upon his *aptitude* and the *skill* of his teacher.

Brief and concise general directions for this process are given by the late Colonel Parker, in some "Rules to be observed in teaching the first steps in Reading." He says:

1. Carefully introduce each new word, that is the name of an *object*, *quality* of an object, or *modifier* of an action, by first presenting the object, a sketch or picture of the object, or by

bringing the idea of it to the child's mind, through conversation or questioning.

2. Words that do not recall ideas except in their relations, should always be taught in phrases or sentences.

3. Every thought and its expression should be made real to the child, by suiting the action to the word.

4. The emphasis, inflections and pauses should spring from the *thought* in the child's mind, and *not* be the imitations of the teacher's voice.

5. A child should never be allowed to use an unnatural tone of voice in reading.

6. Slow and monotonous pronouncing, and quick explosive utterance should be avoided.

7. Carelessness or guessing should *never be allowed*.

A *keen interest in words* should be kept up in the pupil:

1. By teaching words very slowly at first.

2. By putting words taught, into many different sentences.

3. By writing short sentences, making very slight changes in them, generally a single word, so that the pupil will be successful every time he *tries* to read a sentence.

4. By patiently waiting until the pupil—and especially the dull one—grasps the thought.

5. Above all, by having a bright picture behind each word or sentence; that is, teach so that the words used, either singly or in sentences, will *awaken* and *recall* pictures in the child's mind.

Teach words slowly and surely; review often; know at every step *how many* and *what* words have really been learned.

A *few* words well taught, will show a far better result, than one *hundred* words poorly taught.

In addition to this I would say, that on the blackboard should be kept a *list*

of the words taught to which the pupil may frequently refer.

There should, also, be a list of phonograms placed on the board as they are learned, and kept there as an aid and guide to the pupil in learning new words.

Words being the *symbols* of ideas the child in the Primary schools should be made master of these symbols.

The main requirement in reading in the first, and indeed the second year of school is, to learn words, the ideas they express, and their relation to other words. We do not have "word reading," but words must be taught that the child may acquire a reading vocabulary — learning the *meaning* of them, largely through *association*, and their *form* through *memory*.

The child, on entering the *second year*, has mastered several hundred words, and has the key to many more, through his power of *synthesis*, by means of phonograms, and of *analysis* by means of phonetics.

The phonic work, in addition to being a key to unlock new words, and give ability to do independent, self-helpful work, should be a training in correct pronunciation.

In the second year, the child though still struggling in the *earlier efforts* of reading, has reached a stage where a *beginning* should be made in *study*, the ultimate aim of which is to gain the power and habit of *reading for a purpose*. The following is an excellent mode of procedure:

After a general preparatory conversation about the selection under consideration, by teacher and pupil, each child should be set to studying with a view to *getting the story*. Unfamiliar words, of course, will occur, but he usually *gets them* through the story, or lets them pass unheeded. This trains him to gather for himself the thought from the page

before him, and initiates him in the art of *silent reading*.

This *study* should be followed by a brief re-production of the main points of the story, in the child's own vocabulary. If the essential thought is overlooked, or misunderstood, a discussion by the teacher and pupils should bring it within their understanding. This may require a study of the selection paragraph by paragraph, or section by section, to make it clear to them.

When each pupil has made his own effort to master the lesson, and *that effort* is followed by such *class study* of the selection as is deemed needful, then, comes the oral reading, for interpretation, when the pupil must share with an audience, the ideas *he* has been glean- ing from the printed page.

In this he should be *trained* to feel that *he has a message* to give to his audience; therefore, he should deliver that message so as to *be heard*. By giving needful attention to the quality and quantity of voice this may be attained.

To secure the right use of the voice, there must be special training of the vocal organs. This should include exercises in producing the elementary sounds as represented by the vowels and consonants. (We should train the *ear* to *recognize* the correct sounds, as well as the vocal organs to produce them.)

High, harsh tones should be modified to pleasing cadences, and an easy conversational manner secured.

The pupil should stand, either at his desk, or facing the class, in a self-respectful attitude — with both feet firmly placed upon the floor, chest high, head erect, and the book brought to a comfortable angle with the eyes.

He should read so as to be *understood*. To secure this, he must be trained to correct pronunciation, proper emphasis, inflection and accent. His own understanding of what he reads will

do much toward the emphasis and inflection, but *not all*; an intelligent training must contribute to this.

In the third year, the exercises of the preceding years, should be continued and enlarged, with a gradual widening of the child's mental horizon.

Here begins the use of the dictionary. Pupils should be taught its value in finding new meanings to words, and its value as an aid to pronunciation, and this requires a knowledge of the diacritical marks.

At this stage of the child's experience, much sight-reading is valuable. This should, at first, be largely, from books of the grade below, where the text is not so difficult as to create, in the pupil, an uncertainty and *lack of confidence in his power* to read.

By the close of the third year, the child has made a reasonable mastery of the *mechanics* of reading. He is now, not merely *learning* to read, but he *is reading*. He rejoices in the possession of this power. His eager, questioning mind is alert for information; he realizes his ability to get it from books—and to books he turns, to read for what he can get out of them, rather than because the teacher has set him a task to master.

Because he can thus find out what he wants to know, and because of the real pleasure the exercise of this new power affords, he gains a *love* for reading, which, if wisely directed will, in time, become a love for good *literature*.

Throughout this work, there should be much memorizing of poetry and beautiful sentiment. These will remain with the boys and girls long after the results of later efforts will be forgotten, and will prevent, at least in a measure, the lodgment in their minds, of thoughts less worthy.

Now is the time when it is not only the teacher's *opportunity* but her sacred duty, to guide the pupil in his choice of reading, for at this age, that of the

fourth and fifth grades, the reading-taste for a life time is beginning to be established. If at this age, the pupil be *guarded* from the *pernicious*, and guided wisely, in his reading until a taste for good literature is established, we need entertain no fears for his future reading.

At this point, too, the teaching of reading has a conscious ethical value, in that, as the pupil gains profit and pleasure from his *own silent reading*, he should learn to share this good with his classmates.

He should be taught how best to convey to *them* the ideas *he* has gained in his reading. To his own *understanding* of what he has read, he must intelligently bring to bear all the aids available, that *their* understanding of the text be equal with *his*, therefore:

He should be trained to *excellence of delivery*. This involves much *practice* in the correct pronunciation of words; in the proper placing of accent; in distinct articulation or pronunciation of consonants; in pure realization or correct utterance of the vowel sounds; all of which should result in a clear, distinct and pleasing enunciation.

*Excellence of delivery* depends largely, too, upon the proper management of the voice, as to *time*, pitch, quality and force, and the pupil should be so drilled in these that he will instinctively choose aright.

He should learn the value of *emphasis*—not that emphasis gained by a great force of tone, or downward inflection, but that which is gained through a "gentle, insinuating *holding back* of a word, a *pausing after* a word, or a prolonging of the vowel, which results in arresting the attention of the hearer.

Let me say—and repeat, that all this training, while being vitally necessary to good oral reading, should be *preparatory* to the reading hour and *not a part* of it.



The reading hour through the grammar grades should be given wholly to "getting the thought, holding the thought—and giving the thought from the printed page."

Oral reading is of great value if well taught; it has for its highest aim the interpretation of literature; an artistic rendering is the most *effective means of interpretation*, and gives enjoyment little less, if any, than that of well-rendered music.

But good, *silent reading* is of far greater importance, since the great army of boys and girls who leave our schools rarely engage in oral reading. That is left mainly for the public reader and speaker—and for the actor.

The pupils, therefore, should be trained to good, effective *silent reading*; they should learn how to grasp speedily and comprehensively, the contents of a page.

This may be done by giving a class simply time enough to read, rapidly, once, a paragraph, or page, (according to age or advancement) and then requiring a rehearsal of the content, with books closed.

The less conscious the reader is of the *separate* words before him, in silent reading, the more rapidly does he grasp the thought.

The effort to master the text; to experience the thought and feeling it arouses; and then to *convey* this to an eager listener, is the finest training in both silent and oral reading. The value of each reading lesson toward this end, should be fully recognized by the teacher, and her preparation be in accordance.

She should endeavor to make herself master—to an extent—of the art of expression; of clear and artistic enunciation; of proper phrasing and pleasing inflection; and should cultivate a well-modulated voice.

And more than this, and above it all, the teacher should be a *reader* it not a *student* of the best in literature, with power to seize upon and make her own the thought that lies therein.

A noble piece of literature appeals to the highest within us; joy—delight—reverence, all the higher emotions are roused as we read; thought is strengthened and deepened, and spiritual growth results.

The reading and study of poetry is a means of culture for which there is no substitute. How many minor poems there are, helpful and inspiring, which touch life profoundly, and which call forth all our experiences and powers in the effort to interpret them. These, many of them, the teacher should know; should ponder, reflect and meditate upon them, until she becomes *charged* with the spirit of them.

Some one may ask, "Is all this necessary to teach successfully, a primary or grammar school reading-class?" *Yes!* for conscientious teaching—when we bear in mind that reading is the avenue to the realm of literature, and that it is in this realm of literature, that the highest ideals of life in all its relatives are embodied.

The teacher should be able to select and present to her pupils, the best that can be obtained, and to lead them to its interpretation.

The appreciative reading of such literature, on the part of the pupil, will not only increase his vocabulary, correct his manner of expression, stimulate his power of observation, and enlarge his knowledge of *much* beyond his immediate surroundings; but it will quicken his imagination, conduce to refinement, and exalt his ideals of life; and these influences will, through him, pervade and uplift the home.

## MECHANIZATION OF THE WRITING PROCESS.

H. E. CONARD, GALLIPOLIS.

Eleven years ago this Association made inquiry through its program as to whether the public schools give a reasonable mastery of the subjects taught. An emphatic negative was the response in regard to Language.

Five years ago two excellent papers were presented here on the teaching of this important branch. Both papers recorded a great advance during those intervening six years. The improvement was chiefly in the substitution of real language training for much of the formal grammar teaching.

To-day we record still further progress in the teaching of English. The published accounts of our meetings exhibit a marvelous history of educational progress in Ohio not only in this line but in every phase of school teaching and administration.

Language is the most important and the most nearly universal mode of expressing thought. A thought unexpressed or unfelt can never become fruitful and the use of expression as a means of intensifying thought is not less important than its use as a means of communication.

Correct expression is essential to correct thinking, and since writing gives time for the selection of appropriate words and for the polishing of phrases, it is the best aid to correct thinking as well as to correct expression. The person who must continually halt in his writing to find better modes of expression will have the flow of thought greatly impeded. Correct forms of expression must come into consciousness in the white heat of thought. Thought and its vehicle must be so fused in consciousness as to appear identical. How bring this about and make correct

writing automatic is the problem before us.

Like every other educational process, this one must begin with the child's remote ancestors; but since their legacy is already determined, we can exert no influence which can revert farther than the parents. If parents will adopt the practice of reading aloud to a child from good books, the child's vocabulary and command of language at the time of entering school may be far better than that of the parents. We can select almost with certainty from a class of beginners those who have enjoyed this influence and the benefits of story telling in the home. It is what we hear spoken or read and not what we read silently that determines our form of expression. No amount of reading of good literature late in life can compensate for the lack of *hearing* good English while habits of thought and expression are being formed.

It is much more economical to expend energy in cultivating correct expression from the beginning than in correcting bad habits formed through neglect. For this reason, the work of the first three grades in language training is of vital importance. It is too often neglected, however, from a failure to appreciate just what is to be done. Here freedom of speech must be given, the flood-gates of thought must be lifted and a desire for both oral and written expression must cause a spontaneous flow of language before the first steps of the writing process are taken.

Contrast with the vitalized teaching of the best schools of to-day the deadening process of the past. A good fisherman makes best use of his time on days when the fish will bite. A wise teacher finds her class ready to write, or by skillful baiting she makes them ready, and then begins. The word is an easy one. She writes it on the blackboard several times, always calling attention

to the various strokes made in forming the word. The children then follow by writing it in the air with their fingers and afterwards on the blackboard or on paper. This first achievement provokes desire for further skill and pupils are easily led on from victory to victory without having a dead wall of technicality interposed between them and the channel through which their thoughts are hereafter to flow in a stream of steadily increasing volume.

Exercises in full arm movement in the air and on the blackboard lead easily and naturally to large writing on paper and this to smaller letters and words so that the habit of a cramped finger movement is largely avoided. This freedom from the mechanical difficulties of penmanship is absolutely essential to good composition. Let the adult who disbelieves this statement attempt fluent composition while mastering the difficulties of learning the compositor's case or a new keyboard on some typewriter.

The writing of short easy sentences should follow the writing of words in the same spontaneous way. No supervisor, no syllabus, no manual and no text-book can supply the devices needful for sustaining a proper interest in this work. A good teacher with sympathy, tact, interest, originality and progressiveness will stimulate thought to such a degree that there need be nothing forced or artificial in its expression.

Story telling, reading, literature and all the school studies including observation lessons, nature and picture study, letter writing, narration and description all lend themselves to the stimulation of thought and the furnishing of correct models for unconscious imitation. The copying of set models, dictation, writing from memory, drill exercises in correct form, word studies, grammar and rhetoric give the technical training needed to perfect facility

and style of composition. Nearly every text-book now on the market makes use of all of these means of cultivating expression at the proper stage of development but every text-book must depend upon the energizing influence of a good teacher to make it worth any more than its value as old paper. A motor needs a live wire properly attached to make it "mote." A text-book needs a live teacher attached to make it teach.

Preparation for writing by oral narration, the kindling of interest by adroit questioning and helpful criticism of oral work before writing is begun will avoid the strengthening of many erroneous ideas by permitting them to be written.

The drudgery of correcting written exercises has led many to give much less practice in writing than should be given. A few exercises corrected in the presence of the class will prove far more helpful than volumes of corrections made by the teacher at home and afterwards returned to the pupils. A few exercises written upon the blackboard and corrected by the class, a few sentences written upon paper and corrected by exchange among the pupils and then verified by the teacher will secure much more rapid progress for the whole class than any other means. and the saving of labor for the teacher during the evening hours will bring her to school the next day not tired, nervous, irritable and discouraged but refreshed, resorceful and full of energy. Pupils see the errors of others more readily than they see their own and the development of a spirit of keen and kindly criticism proves doubly effective against some of the most troublesome forms of error. This kind of criticism soon leads pupils to pass judgment upon their own work. No better result could be desired. The re-writing of corrected manuscripts is often needful to fix the correct form in mind but this work

should not be developed into either punishment or drudgery.

The copying of correct script and print models in both prose and verse is of great value in the early days and months of learning the writing process but this exercise should never be used merely as busy work. Nothing will prove more deadening. Choice poems suited to the age of pupils should be copied, learned one stanza at a time and then reproduced in absolutely correct form from memory. These serve as correct models of literary style and form besides the value of the poems in themselves as treasures of thought for later years. Even arrangement, spelling, punctuation and capitalization learned in this way will be remembered as a definite guide for future independent writing.

Dictation exercises are valuable but may be abused in being permitted to crowd out the healthy stimulus of original thinking and writing. They occupy a very important place in assisting to make mechanical the use of good forms and possess the advantage of being easily corrected by the children by reference to book or blackboard. Unfamiliar words and idioms become a part of the child's vocabulary when used in this way. Having the children read correct exercises aloud after writing them helps in the appropriation of new language forms. Correct writing is largely a matter of ear training and motor habits as well as of knowledge. To write correctly from dictation, children must be on the alert, catch the thought as well as the words and be ready to transform them from spoken into written language. If not allowed to fall into a dull routine, dictation exercises are of great value.

The retelling of stories in writing is a step beyond this and gives opportunity for originality by variations in incident, thought and language. In more advanced classes, a collection of short

stories mounted on cards may be distributed among the pupils to be read once and then returned. Each writes his story in his own language as it is remembered. Several interesting lessons will be furnished the class by correction of language and form of expression used in these reproductions. The variety in the different stories keeps interest keen.

Picture study rightly used also gives occasion for the development of imagination and the power to observe and describe in detail. In their fear of doing the work of observing, thinking and describing for the children, some teachers have fallen into the other extreme of permitting the imagination to run riot and make mere cartoons out of choice works of art. Some directions should be given toward right channels of thought. Descriptions should not be permitted to become lifeless or mechanical. The stimulating of thought and its correct expression should stand uppermost in the teacher's mind and should never be crowded out by a desire to instruct or to entertain.

It may seem inappropriate to dwell upon such details in attempting to show how the writing of correct English may be made mechanical but a sufficient head or pressure of thought must be established before there can be a proper flow in the stream of language. A flow of language without thought is "as sounding brass and cymbal." The assignment of impossible subjects for compositions in the past, a failure to lead up from the easy to the more difficult, from oral to written expression, from concrete to abstract, from known to unknown have too often placed an effective barrier in the road of progress toward correct writing.

The development of power in written expression of thought through carefully graded exercises of increasing difficulty is so gradual that the pupil is writing

compositions well before he recognizes them as such. The use of abundant exercises in correct form leads so gradually into the study of technical grammar that we now seldom hear a dislike for grammar expressed by children. Abundant exercises in correct form should both precede and accompany the use of any given form in original composition. For example, a few exercises in the punctuation of direct quotations written upon the blackboard by pupils and corrected by the class will soon fix in mind the various details which, if not drilled upon in advance, would lead to the formation of incorrect impressions which would require months to be unlearned.

Organized, abundant and clever work in the choice of words through a study of synonyms and antonyms is absolutely necessary even in the grades. Too much of this work has been left to the high school and college with the result that children who are compelled to leave school early in life are unable to employ a discriminating use of the most ordinary words. The one who conducts such lessons should be a sympathetic though discriminating teacher rather than a carping, hair-splitting critic.

Right choice of words, freedom from solecisms and inelegancies and an orderly arrangement of words and sentences are necessities common to both oral and written expression. Every lesson in every subject should be a language lesson. All answers should as a rule be given in sentences rather than in phrases but the effort to secure this result should not be carried to the point of repression. Nothing should interfere with the utmost freedom of thought and its expression. This adjustment between the form and content of language comes to the real teacher as song comes to the bird and is a constant impediment to the one lacking the true teacher's spirit. Carlyle says: "How can an inanimate,

mechanical ground grinder, foster the growth of anything. Much more of mind which grows not like the vegetable (by having its roots littered with etymological compact), but like a Spirit,—by mysterious contact with Spirit."

Children who have been trained to think and to talk will have little difficulty with original composition work, if subjects of composition are kept within their field of knowledge and interest. Writing for some real and definite purpose and to an interested reader gives life and zest to expression. An infinite variety of purposeful compositions that suggest themselves to the real teacher give an air of reality that will make writing cease to be drudgery. "When children write under the stimulus of a desire to say what they think, when expression is used to intensify thought and thought is completed in expression, then we may begin to look for the real power of expression."

Correct paragraphing comes naturally from a proper outline of a subject that is to be written upon. The development of a few simple outlines with the class, and more or less help on an outline of every subject developed will serve to give the correct idea of order and completeness of treatment. An outline secures continuity of thought, saves much blind stumbling, chewing of pencil ends and tears of discouragement. We learn to write by writing and anything which interferes with rapidity, interferes with clear thinking and consequently with fluent expression. Rapid expression in good English is the best result of language training and even in the upper grammar and high school grades the study of grammar, rhetoric and literature should act chiefly as side lights showing the way to better and easier expression. In no year of the twelve should abundant practice under careful supervision be neglected.

As far as possible, we should keep the drill exercises in correct form separate from those having as their central purpose the development of thought or elucidation of a theme. Too many mechanical details interposed, retard the actual work of composing. No harm will result from this separation, if we adopt the practice of having each month at least one formal composition of reasonable length, in the pupil's best style, well arranged, punctuated and written in the best penmanship on good paper or in a composition book. This has a marked effect in increasing the care with which writing is done and should be more generally followed than it is.

The day is past when language work consists of routine recitations only. At every step, instruction is accompanied by a large amount of practice. Reciting formal rules of grammar and formal treatises on rhetoric never produced good writers of English, and many of the best writers never studied either subject, though the application of these helps has elucidated theory and improved practice for many of the less gifted. Study about literature has given place to a study of literature and all of these changes have given substance, vitality and enrichment to the writing process.

There is something wrong with teaching when children who are vivacious and intelligent out of school become dull and stupid in the classroom. Composition work at every stage of progress should be intimately joined with the experiences, interest and life of the pupils. Boys in training for football or other athletic sport will take almost any prescribed course of exercise or diet which is sure to enable them to win. West Pointers gladly undergo the rigors of "setting up" exercises which they know will be a means of transforming them from ordinary looking soldiers into the most soldierly in ap-

pearance. It is the variety, intensity and thoroughness of these drills that makes them the best trained soldiers in the world. It is the variety, persistence, intensity and thoroughness of drill in any art, whether it be writing, music, painting, sculpture or any other, that results in efficiency. Children enter enthusiastically into thought provoking drills in composition, if they are conducted with vigor and sympathetic co-operation toward definite ends.

To summarize the principles and practice of the best schools of to-day in teaching the writing process, we find:

Thought is stimulated, and desire for expression is created by use of the child's personal interests, observations and experiences before writing is attempted.

The mechanical difficulties of penmanship are reduced to a minimum by making the first steps interesting, natural and rational.

Hearing good English both in reading and conversation, and uttering good English both in reading choice literature aloud and in conversation are absolutely essential in making correct writing mechanical.

Helpful class criticisms are given frequently.

The writing of good English from copy and by dictation and dictation lessons in spelling are important steps.

The pupil is led to become his own critic as soon as possible and as far as possible, not only to economize the teacher's energy but to arouse that self activity so essential to the learning process.

Abundant exercises in correct form precede and accompany the use of those forms in original composition.

All of these steps lead easily and naturally through a properly arranged course of study including grammar, literature and rhetoric into the perfect flower and fruit of language teaching,—

the art of telling what the pupil has himself seen, heard, done, thought, felt or imagined.

### "LIFE IN LITERATURE."

G. C. MAURER, NEW PHILADELPHIA.

Some years ago I had occasion to visit a school where a reading lesson was being taught by an experienced teacher on that familiar and "thread-worn" poem, entitled "The Little Star." The first stanza, as well as all that followed, were recited in a "sing-song" and lifeless manner; the children had no interest in the recitation, and the teacher had less. The lady who had charge of the school, as soon as conscious of visitors, began to apologize for the children's lack of interest and enthusiasm in this selection and in being compelled to teach it; although it had been carefully selected and set as one of the many reading tasks in McGuffey's second reader.

We all very well remember reciting it in a similar fashion in our early school days.

"Twinkle, twinkle, little star,  
How I wonder what you are;  
Up above the world so high,  
Like a diamond in the sky."

After several children had attempted to read in the presence of the visitors, the teacher urged one of them to take charge of the class and by actual experience fully convince himself of the utter impossibility to teach that selection successfully to little children. The writer is quite conscious that he is not an expert in teaching reading; but he is fully convinced that any teacher who has not a true and sympathetic spirit and real life within his own soul, such as permeates this simple little selection, can't hope for a successful lesson with any class of little children studying child literature.

Imagine a little child out in the clear sky, when this shining, sparkling, little star, with all its brilliancy appears and draws upon its imagination until it exclaims with delight and enthusiasm through the consciousness of its wonderful soul —

"Then if I were in the dark  
I would thank you for your spark;  
I could not see which way to go  
If you did not twinkle so,"

Several weeks later this same teacher urgently requested the writer to again visit her reading class, which he very cheerfully did. What a change had been wrought by that teacher! The same selection now had life in it and the children as well as the teacher had found something in their own souls which responded to the life and spirit in the selection; there now was music, and joy, and enthusiasm in that school. The teacher had found herself and now had a real spiritual understanding, which has made it possible for her to teach simple little poems with pleasure and delight. She had now learned that "The letter killeth, but the spirit giveth life."

Too many of use are still "keeping school" and have never learned to tune our hearts to the spirit of literature; we are too much concerned with its mechanism.

"The eye — it cannot choose but see;  
We cannot bid the ear be still;  
Our bodies feel, where'er they be,  
Against, or with our will."

"The eye, it cannot choose but see;" but it sees according to what we are; it serves us according to our feelings, our thoughts, our actions. We cannot bid the ear be still;" but it hears according to what we are. A fine literary scholar has wisely said—"The acquisi-

tion of knowledge is a good thing; the sharpening of the intellect is a good thing; the cultivation of science and philosophy is a good thing; but there is something of infinitely more importance than all these—it is, the rectification, the adjustment, through that mysterious operation we call sympathy, of the unconscious personality, the hidden soul, which cooperates with the active powers, with the unconscious intellect, and, as this unconscious personality is rectified or unrectified, determines the active powers, the conscious intellect, for righteousness or unrighteousness."

As matter attracts matter, so spirit attracts spirit; how impoverished must be that life whose consciousness has not found life back of, and the chief end and aim of, the printed page.

"As in water face answereth to face, so the heart of man to man." Wordsworth says—"Poetry is the breath and fine spirit of all knowledge, the impassioned expression which is in the countenance of all science." We can know a good poem only so far as we can reproduce it sympathetically within ourselves.

A beautiful poem thoroughly learned and woven into the very life of the child while in the first or second grade furnishes the foundation for an appreciation of many a classic poem in after life. A little girl learned the "Children's Hour" and gladly recited it with such intelligence and deep feeling that it had a wonderful influence upon her entire life. She became a fine literary student and attributed her deep interest in literature to the fact that a teacher in her earliest school days had set her soul "on fire" with charming melody, high sentiments, and a sympathetic heart, all of which were in her divinely wrought nature. How little that teacher realized her fine influence upon the child, yet mature, refined, and cultured

womanhood stands with profound respect and grateful remembrance before that teacher, the true artist.

The teacher's tone of voice, her ability to read well, to tell a story in a charming manner, these are the gifts and the requisites for successful teaching. As surely as character is the aim of all education so surely must we as teachers more and more cultivate the finer sensibilities, the feelings of our deepest souls! Walt Whitman says—

"Surely whoever speaks to me in the right voice, him or her I shall follow.

As the water follows the moon, silently, with fluid steps anywhere around the globe."

The high school boy who doesn't care anything for Milton's "Lycidas" and doesn't see how anyone could become enthused over such nonsense—very frankly, though unconsciously, announces a life filled with misfortune and a complete failure for himself so far as his education should have equipped him for service.

A teacher who has not inspiring power should have nothing to do with teaching literary studies. An Arbor Day program was in process of preparation; one of the selections before the school was a beautiful poem sent out from the Commissioner's office a year ago. The teacher made the necessary explanations; the pupils read the poem; questions were asked; further comments were made; the children again tried to read the meaning out of the selection; they also read the meaning into it. Finally the poem became a part of them, that is, the spirit in their own souls responded to the spirit in the poem. What a charming recitation now! The humblest teacher in the state, but before her were the finest boys and girls in the kingdom!



How did she get such fine boys and girls? She set their hearts in tune with the author's feelings in the poem. A very ordinary poem, but easily understood, by children. —

"The father stood by the carriage house door,  
Surveying with pride his domain o'er;  
If I had only planted one more tree,  
Just here, by the side of the vines,  
thought he.

Then he brought to that spot on that sweet spring day,  
A strong young elm from over the way;  
And placed it there by the carriage house door,  
Just where it was needed so much before.

Lo, the years went by, till ninety were told;  
One sows, one reaps, 'tis the story old;  
And a farmer young stood by the carriage house door,  
Surveying with pride his domain o'er.

Said he, the most beautiful thing I see  
Is this grand o'er arching old elm tree;  
Who planted it, boy? would that I knew!

He did it for me, he did it for you.  
His name we must read  
In the loving deed."

Who wouldn't rather be the teacher of forty pupils with their hearts tuned to the music of the spheres, with their souls resounding to the good, the life, the spirit in the lesson before them, than ruler of a kingdom?

But what about the teacher who is lifeless, who is out of tune with the best that makes for character? Such a teacher will always have an unpleasant time in her work; the pupils will fare even worse than the teacher; all will be hardship in that school. The higher

life will not be felt there; but in its stead will be found an ugly, selfish spirit, even meanness to the teacher and a lack of consideration for fellow pupils. Such a teacher always feels that she has been the "unfortunate" one in getting the most disobedient pupils, those who have no interest in their work, and who will never learn to appreciate the good she is trying to do them.

It would be well for every teacher to read the 8th verse of the 8th chapter of Nehemiah every morning before hearing the reading lesson.

"So they read in the book in the law of God distinctly, and gave the sense and caused them to understand the reading."

A class was reading the "Chambered Nautilus". The teacher remarked to the visitor — "it's very difficult to teach this poem to eighth grade children; they are not old enough to fully understand its meaning." Upon investigation it was found that the lack of appreciation was not in the pupils but in the teacher himself. After that teacher's life and sympathy was brought "face to face" with the life of the poem an enthusiasm was engendered that soon set aglow the hearts of the pupils so as to be in tune with the spirit of the selection, and it became one of their favorite moments when permitted to read or recite this magnificent little poem.

A few selections well taught give more training, more power, more of character to the child than many selections read less intensively. He only is a good teacher who can first himself become aglow with enthusiasm, with life and interest in the subject to be taught; after that he must be able to set on fire the souls of his pupils with love and sympathy for the same subject. When this condition prevails in a school, the school is a success, and it doesn't matter whether the school is a

little log hut along a hillside in Ohio, or whether it is found on a western prairie, or in the most costly and most magnificently equipped school house in New England. The teacher and the pupils make the school; the environments are but the crude materials or the covering for the gems which are enclosed.

Sometimes we wonder why teachers with unusually bad habits have such a wonderful influence upon their pupils. Is it not because they possess these finer qualities of soul, and that excellent spirit which must be every teacher's to meet with great success? Thus, in spite of their shortcomings, they yet wield an influence which is attractive though they have a character steeped with sin and vice.

Kindergarten teachers have long ago learned the secret of success. They must be good readers; they must be good story tellers. Their love for child literature must be secure and certain before they are permitted to go before a class of little children. Might it not be well for all grade teachers, and even high school teachers (who frequently are the least animated and sometimes the least efficient) to study kindergarten methods and aims for use in their schools, where children are just as hungry for this life and spirit, and where it should be given just as freely as in the kindergarten.

Now I believe we all agree that in the study of all literature the teacher's sympathetic nature must respond to that of the author and in addition he must have the intonation of vocal cultivation necessary for a clear rendition of the selection at hand. This also should be the heritage of every child. When the teachers of our great state fully realize the importance of this equipment for efficient work in literature and set out to acquire these ends through the means here described, we shall have achieved

wonderful progress in bringing our schools to that high plane where character will be the complete realization of the teacher's work. We then shall be teachers in the true sense; then we will not need to worry about getting professional recognition, but we shall have become the real builders of the nation, and be professional!

Lincoln's Gettysburg Speech cannot be fully understood nor appreciated as a masterpiece until we forget its charming sentences, the simplicity of its style, and find our hearts in full sympathy with the martyred president as he stood in the old cemetery and upon the very ground where that bloody battle was fought just four months before. The assembled crowd was composed of those who had fought in that very battle, many of them having been wounded there; now they were there upon crutches; many friends were there, brothers, sisters, fathers, and mothers, of those who had lost their lives just a few months before. As Lincoln sat there and beheld suffering humanity on one side, and a struggling nation on the other, his great heart was full of sympathy, full of love, and he breathed such a spirit of true devotion into this poem, that it was at once destined to become one of our masterpieces of English; it had this life and spirit woven into every sentence by the speaker. This spirit and life we must feel in our very soul before we can appreciate its grandeur.

"But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who

fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation under God shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.”

The point in this paper is—that in teaching literature, from the kindergarten up through the high school, and the colleges included, the teacher must first be in full sympathy with the author, he must have that adjustment of his own soul which will harmonize with the real life and spirit of the selection;

he must be a good reader himself; not necessarily an elocutionist, but one who can feel and sympathize and whose tone of voice can be so modulated as to express these qualities in unmistakable tones.

But this is not all; the pupils' lives, their very souls, must be in touch with the life and spirit of the selection. When these conditions are brought about we have the result of the best work of the artist, the highest end to be achieved in our profession. When we come to realize our complete powers as teachers we shall have many happy children who shall cheerfully perform their daily tasks, always with willing hands and loving hearts, teacher and pupil working in complete harmony, one for the other, all for true American manhood and womanhood.

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### WEDNESDAY, 9:30 A. M.

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#### REPORT OF THE SCHOOL REVENUE COMMISSION.

EDMUND A. JONES, COLUMBUS.

I assure you it is a source of much regret to the commission as well as the association that Attorney General Wade Ellis could not be present. We regret also that several members of the commission also were necessarily detained. Dr. Thompson had an important meeting with the trustees of the State University and could not come. I have a letter from Dean Henry G. Williams in which he says “I am very sorry I can not come to Put-in-Bay. We open the summer school next week and my services are needed here. Express my regrets and say to the members that I am of the opinion that we should have ten or fifteen thousand more

copies printed in order that we can supply every member of a board of education, every newspaper in the state and every member of the legislature with a copy. If we can get the people of Ohio to read this report it will have a tremendous influence in the state.” I have also a letter from Mr. Carr who says “I had made all arrangements to come but my son Frank has to go to the hospital and I can not leave. I hope the report will receive consideration and some steps taken looking to the increase of school revenues.” I have also been asked by the commission to make some report on the financial assistance given it. The commission received from the Ohio State Teachers' Association \$200 and on Feb. 12 from the Eastern Ohio Association \$100 and at the meeting of the Central Teachers'

Association \$200 making \$500 in all. The expenses of the commission outside of printing the report up to the present time have been \$156.10. Our expense for printing and postage and extra cost of tabulated matter gives a total expense of \$719.65. Add to that a bill for sending out the reports of \$25.86, which leaves a deficit of \$245.51.

One year ago the Ohio School Revenue Commission made a preliminary report of its work to this Association. The first half day's session for 1906 was devoted to this report and a discussion of the general subject of school revenues. As a result the following recommendations made by the executive committee of the Ohio Teachers' Association were unanimously adopted:

1. That, desiring to provide for effective agitation of the question of how to secure increased financial support of the public schools and to utilize the work already done, the Commission of the Western Ohio Superintendents Round Table, consisting of Hon. E. A. Jones, Supt. E. B. Cox, Dr. W. O. Thompson, Hon S. D. Shankland, and Dean Henry G. Williams, be requested to act as a Commission of the Ohio State Teachers' Association to make investigation and report to this body at the next meeting on the subject of School Revenues and Their Proper Distribution.

2. That Supt. J. W. Carr, of Dayton, who as chairman of the Indiana committee which did such effective work in this direction, be added to the membership of this commission.

3. That the Ohio State Teachers' Association appropriate \$200 to add to the appropriation of the Western Ohio Superintendents' Round Table to defray the expenses of the Commission and for the publication of their report to the Association, said appropriation to be disbursed as the Executive Committee may order.

4. That the report of this Commission be printed and distributed to members of the Association one month before the next meeting.

5. That the Executive committee be directed to set apart an entire morning session at the next meeting for a discussion of the Commission's report.

The Executive committee believes that the time is propitious for making an effective appeal to the legislature for adequate support of public schools, but regards it as necessary that there shall be authoritative information on the subject and a scientific basis for intelligent demands.

In the course of the year meetings of the Commission were held in Columbus, Chicago and Dayton.

On Monday, December 10, 1906, all of its members appeared before the State Taxation Commission appointed by Gov. Andrew L. Harris, of which Attorney General Wade H. Ellis is chairman. Oral arguments were presented and later a type written brief prepared by Dr. W. O. Thompson and approved by the School Revenue Commission was submitted.

In order to ascertain as far as possible present economic conditions existing among the teachers in representative cities, villages and townships of Ohio the following questionnaire was prepared and sent to a large number of teachers in different sections of the state:

#### QUESTIONS.

This list of questions was sent by Supt. Carr to several hundred superintendents, H. S. principals, ward principals, special teachers and elementary teachers in cities and villages and by Supt. Shankland to 1200 teachers in the rural schools.

Supt. Carr gives the following summary of the most important facts with reference to the salaries of superintend-

ents and teachers in the cities and villages of Ohio and a comparison of teachers' salaries with salaries and wages paid in a few other occupations:

**SALARIES OF SUPERINTENDENTS AND  
TEACHERS OF THE CITIES OF OHIO.**

Table A sets forth the actual salaries of superintendents and high school principals in 66 of the 69 cities of Ohio. A study of this table shows that there are two superintendents who receive \$5,000 or more; two from \$4,000 to \$5,000; three from \$3,000 to \$4,000; 27 from \$2,000 to \$3,000; and 32 below \$2,000. The same report shows that 18 high school principals receive more than \$2,000; 11 from \$1,500 to \$2,000; and 46 below \$1,500. Of the 927 high school teachers teaching in the cities reporting, we find that 107 receive a salary of \$1,500 or more per year (these teachers are all in the larger cities, most of them in Cincinnati, Cleveland and Dayton); 252 receive from \$1,200 to \$1,500; 122 from \$1,000 to \$1,200; 171 from \$800 to \$1,000; 192 from \$500 to \$800; and 11 less than \$500 a year. That is, nearly one-half of all the high school teachers in the cities of Ohio receive salaries of less than \$1,000. Of the 226 special teachers, including the assistant superintendents and supervisors, six receive a salary of more than \$2,500 (all of these are in the city of Cleveland) 8 a salary of from \$2,000 to \$2,500; 22 from \$1,500 to \$2,000; 14 from \$1,200 to \$1,500; 21 from \$1,000 to \$1,200; 155 or about two-thirds of the whole number, receive a salary of less than \$1,000.

Of the 449 ward principals reporting 31 receive a salary of more than \$2,000 (these are in the city of Cincinnati); 75 a salary of from \$1,500 to \$2,000 (these are all in the cities of Cincinnati, Cleveland and Dayton); 93 a salary of from \$1,200 to \$1,500; 46 from \$1,000 to \$1,200 102 from \$800 to \$1,000; 176 or

more than one-third of the entire number, less than \$800. Of the 9,009 elementary teachers in the schools, 33 receive more than \$1,200 (32 of these are in Cincinnati and one in Dayton); 3 receive from \$1,000 to \$1,200; 811 from \$800 to \$1,000; 3511 from \$500 to \$800; and 1742 less than \$500. From this statement it will be observed that more than two-thirds of all the elementary teachers in the city schools receive less than \$800 per year.

The salaries paid in the village schools, as set forth in table B, are on the whole very much less than those paid in the cities. Of the 67 villages reporting the superintendents of only three receive a salary of more than \$2,000 a year. In each instance these salaries are paid to superintendents of suburbs of large cities such as Lakewood, a suburb of Cleveland, and Lockland and Madisonville, suburbs of Cincinnati. Only eight superintendents receive salaries from \$1,500 to \$2,000 a year; 32 from \$1,000 to \$1,500 a year; 26 less than \$1,000. Only three high school principals of the 62 villages reporting this item receive a salary of more than \$1,000; 59, or all the rest reporting, receive a salary of less than \$1,000. Some, indeed, receive a salary of even less than \$500. Only very few high school teachers, no special teachers, and about six ward principals receive a salary greater than \$800, while practically all of the elementary teachers receive less than \$500 per year.

It will be observed that even in our city and village schools, where the corps of teachers is the most stable, comparatively a large number leave the ranks each year. In the cities it will be observed that most of the teachers leave on account of matrimony, ill health and because they secure better positions elsewhere. It will be observed that in the villages the most common reason assigned why teachers quit the profession

is that they receive better salaries in other occupations or to teach elsewhere.

COMPARISON OF TEACHERS' SALARIES WITH  
SALARIES AND WAGES PAID IN A FEW  
OTHER OCCUPATIONS.

In table C a comparison is given between the salaries paid superintendents of schools and salaries of postmasters; also the salaries paid a majority of the high school teachers and the salaries paid mail carriers, policemen and firemen; also the salaries paid teachers in the elementary schools and salaries paid first-class salesladies, first-class stenographers and head waiters in hotels. The tables shows that in 62 cities out of 64 reporting this item the salaries of the postmaster exceed those paid to the superintendents of schools in the same cities. As a rule, the postmaster's salary is about one and a third times that of the superintendent of schools. In one city the superintendent and postmaster receive the same salary, while in only one city the superintendent's salary exceeds that of the postmaster. In 40 Ohio cities the salaries paid a majority of high school teachers are less than those paid policemen, firemen or mail carriers in the same city, while in 46 Ohio cities the salaries paid to first-class salesladies, stenographers and head waiters at hotels exceed the salaries paid to a majority of the teachers in the elementary schools. These facts are, certainly significant.

Supt. Shankland summarizes, as follows:

TEACHER'S SALARIES AND COST OF LIVING—RURAL SCHOOLS.

Blanks were sent to 1200 rural school teachers, of whom 493 made satisfactory returns. Responses were received from every county in the State except two. Most of the responses were from teachers who had served in the rural schools

for a number of years. The average time which these 493 teachers had taught was 14 years; that is, they may be termed professional teachers. A large proportion of rural school teachers are recruited fresh from the high schools every year, and the salaries of these beginners, presumably, would be much lower than the salaries of experienced teachers. The average annual salary of the 12,209 rural school teachers of Ohio in 1906 was \$320.00. As appears below, the average annual salary of the 493 teachers, whose reports from the basis of the accompanying table, was \$61.00 in excess of the average for the entire State. We therefore present the case of a high grade rural teacher.

TABLE SHOWING PROFESSIONAL TEACHERS'  
SALARIES AND COST OF LIVING—  
RURAL SCHOOLS.

Average annual salary.....	\$381 00
Cost of fuel and lodging per year	141 00
Cost of clothing and care of same	65 00
Cost of books, stationery, postage, periodicals, etc. ....	16 00
Amount given to the church and for various benevolences....	11 00
Amount expended for travel, including street car fare.....	12 00
Amount expended for summer outings .....	8 00
Amount expended for culture. (Lectures, concerts, etc.)...	8 00
Amount expended for hospitality. (Social life.) .....	6 00
Amount for health. (Medicine, physician, dentist, etc.).....	17 00
Amount expended for other items not mentioned above..	38 00
Total actual necessary expenses	322 00
Average annual savings.....	59 00

80% find it necessary to live with relatives or friends, or engage in some occupation other than teaching in order to make a living.

21% own their own homes.

75% contemplate leaving the profession chiefly because of greater financial returns in other callings. In other words meager salaries make it necessary to turn over the children of the State every fall, to a horde of inexperienced beginners, because the successful teacher can make more money with the same effort elsewhere.

As noted above 80% find it necessary to live with relatives or engage in some occupation other than teaching, in order to make a living. The statements brought out by this question are various and interesting. We give some characteristic quotations.

"Clerk in a store Saturday evenings." "Write life insurance." "Domestic work during vacation." "I board with my parents without expense." "I do any extra work that I can find. I have worked some in a foundry." "I run a barber shop, working Wednesday and Friday evenings and Saturdays." "I work at painting and carpentering." "Engaged in newspaper reporting, thus earning monthly about six dollars." "I live with my parents and in summer represent some publishing house." "By selling milk and raising poultry I am able to make a living." "Raise onions." "Work in a summer resort." "County school examiner." "Give private instruction in stenography."

A meeting of the Commission was held at Dayton on April 13 at which all the members were present. Dean Henry G. Williams submitted a very interesting and exhaustive study of the subject—The Collection and Distribution of School Revenues. This was accompanied by several valuable tables showing expenditures by counties for educational purposes in Ohio, the distribution of state aid; distribution of Ohio's educational funds raised by state tax; support of common schools and of higher education in Ohio in 1905; valuation and taxation in Ohio from

1896 to 1905; and a brief summary of the law in each state on the subject of state support for public schools.

Dr. Thompson presented a brief for submission to the Ohio Tax Commission and Supts. Carr and Shankland reported the results of their investigation in reference to economic aspects of the teaching profession in Ohio and the taxation of franchisees and corporations.

After a somewhat prolonged conference the papers were recommitted to the authors for a final revision and it was decided to have the same printed in full, with the accompanying tables and the paper on the vesting of school tax legislation in Ohio which was read before the Association one year ago, in the report of the Commission.

It should be said in explanation of the absence of any report on school lands that Superintendent Cox, after consultation with the State auditor's department and correspondence with each county auditor in the State, was unable to get sufficient accurate and reliable data upon the subject to warrant any publication at this time. An arrangement has been made with the State bureau of public accounting whereby, through its inspectors who visit the different sections of the State, it is hoped that reliable data may be secured which will enable the Commission at a later date to give the members of the association the information desired in reference to the disposition of the various school lands of the State, amount received from rents and sales, and the extent and value of said lands that are still unsold. It is evident that any additional data that may be expected from this source is of little moment and will not affect the general result.

It was found impossible to have the report ready for distribution thirty days in advance of this meeting as requested by the Association. Copies were mailed

one week ago to those whose names were included in the membership of last year and to the advance membership for the present year and to many other superintendents and teachers. 500 copies were sent to the meeting.

#### NECESSITY FOR LARGER REVENUES.

Besides the much needed increase in teachers' salaries, more money is needed for our public schools to extend the work of supervision in the rural schools and furnish much needed State assistance to the weaker districts; to reduce the number of pupils per teacher in city and village schools so that more individual work can be done; to give the benefits of manual training and domestic science to a much larger number of pupils; to furnish very many of our high schools with better apparatus and to provide good libraries for every school district in the State; to establish additional normal schools for the professional training of teachers, and to make still more liberal appropriations to meet the constantly increasing demands of the higher institutions that are under the control and direction of the State.

As an evidence of the need of State assistance it may be stated that for the past year quite a number of districts were unable to continue their schools for a longer period than four months after making the maximum levy of twelve mills and placing three-fourths of it in the tuition fund.

#### LARGER REVENUES WITHOUT AN INCREASE IN THE RATE OF TAXATION.

A study of the history of school tax legislation in Ohio shows that there has been a very large increase in the annual expenditure for public schools in the last few years. In 1876 this amount was \$2,924,109; in 1880 it was \$7,526,222; in 1900 it had increased to

\$14,426,855; and for the year ending August 31, 1906, it was nearly twenty-one millions of dollars.

The school year has been gradually extended from an irregular period to six and seven months, and under the new code provision is made for a minimum school year of thirty-two weeks.

There has been but little variation in the State tax for school purposes in the last century, but there has been a marked increase in the local rate of taxation. This was very small for many years. It was finally raised to seven mills, and under the present law the maximum levy is fixed at twelve mills, and with the favorable vote of a majority of the electors of the districts an annual school levy of seventeen mills may be made for all school purposes.

The Commission realizes that in many instances in our cities and villages the limit in taxation has been reached, and any further increase in the levy would become exceedingly burdensome to the taxpayers. For this reason it believes the time has come when a revision of the State system of taxation is not only desirable but imperative.

The following, briefly stated, are some of the suggestions and recommendations made in reference to this matter.

#### SUGGESTIONS AND RECOMMENDATIONS.

The question of revenues is one of the most vital questions touching educational needs in this country to-day. Especially is this true in Ohio owing to contemplated legislation and to a limited recognition of the needs of the schools for larger revenues.

The demand for increased revenue for all public and governmental enterprises has made the old system of revenue inadequate.

A change in our State system of taxation will give an opportunity to correct certain evils and abuses that have



grown up under our new and rapidly developing industrial conditions.

The interests of our common schools are closely identified with the interests of the State and should be kept so. They should have the first consideration in any plan to remodel our tax laws because of their importance to the State and the additional fact that thirty-four per cent. of our revenues are expended for public education.

The chief source of school revenues is a general property tax. If the State tax is abolished, the interests of the public schools should be safeguarded and reasonable provision made both for maintenance and expansion.

Education is not a question of merely local interest. It would be unfortunate if the State should ever neglect its opportunities to supervise and control the forces of popular education.

The course of much of the corporate wealth of our cities is in districts that have no power to avail themselves of it. It is equitable that this form of wealth should make return of the locality where it is produced.

The abolition of a State tax does not necessarily involve the integrity of our educational system. The assignment of a certain per cent. of all revenues received by the State, somewhat in excess of the thirty four percent, above mentioned, to the common school fund, would give increased support with increased revenues.

Any change in the system of taxation should make ample provision for higher education.

There is need of larger revenues for the payment of teachers—sixty per cent. or more of the levy made for school purposes should be used to this end.

Both local and State support of schools is advocated.

Greater uniformity in the appraisal of property. It would be better

if property were appraised at a fair cash value than according to present arrangement.

A higher appraisement with a lower rate is better than a lower appraisement with a higher rate.

Certain kinds of property that now escape taxation should bear their share of the burden. This is especially true of franchises and public utilities.

A general property tax may have been all right in 1851. At that time railways occupied a minor place and there was no great franchise values.

In the paper of Dean Williams it is shown that the State of Ohio is doing comparatively little toward helping communities unable financially to provide adequate school facilities. The dangers in the repeal of the direct levy for the support of the schools are pointed out and several substitutes are suggested. The unpopularity of the direct state tax is admitted and the county unit plan is suggested in lieu of the state tax. He further shows that the demands upon the schools are steadily increasing, and that these demands make imperative a larger revenue for the schools, and, since the cost of living has advanced thirty-seven per cent within the past seventeen years, taking the entire country into consideration, a levy of one and thirty-seven hundredths mills now would be required to equal a levy of one mill then. It is also stated that the question of the distribution of our school revenues is almost as important as the method of raising the revenues, and much more likely to be regarded as relatively unimportant. In this way, grave injustices and inequalities have been allowed to creep in.

The present Ohio plan of the distribution of state funds on the basis of the enumeration is shown to be one of the most inequitable plans in use in this country, and a combination basis is sug-

gested to take its place—a combination of the number of teachers actually employed and the average daily attendance.

Ohio is a great and prosperous State—never more prosperous than at the present time. She has wonderful agricultural resources, great mineral wealth, large industrial interests, extensive systems of steam and electric railways, and millions of dollars in her banking institutions. It would seem to be an easy matter to meet the legitimate expenses of the State. A just and equitable system of appraisal of all kinds of property that should contribute to this end and a reasonable rate of taxation would provide sufficient revenues to meet all other state expenses, secure to the public schools and the higher institutions of learning under the care and control of the state a much more generous support than they have hitherto received, make adequate provision for the professional training of its teachers, and insure the much needed State assistance for the weaker districts.

In view of the fact that the general subject of taxation is prominently before the public at this time and an effort will probably be made to secure a revision of our present system of taxation by the next general assembly, it is urged that the members of the Ohio Teachers' Association, after a thorough discussion of this subject, take such action as will tend to secure for our public schools such a per cent. of the general revenue as will guarantee permanency and security to our school system, provide liberally for its present needs and meet the demands of future growth and educational advancement.

It is also suggested that teachers everywhere throughout the State should realize the importance of this matter, become familiar with the subject of taxation, and join with boards of education and patrons of the schools in a

united and determined effort to secure the desired legislation.

EDMUND A. JONES,  
*Chairman.*

## DISCUSSION.

E. B. COX.

I have become very much interested in this question. I have been much interested in it for several years because I realize that if we are to make educational progress in this state we must have more money to accomplish that end. Not only does it involve the consideration of salaries but it involves educational progress. There are many vital questions which it seems to me this association ought to consider, but the very first question that we must consider is the question of finance, the question of raising enough money to accomplish some of the things desired. The very admirable address of last night embodied suggestions which it seems to me ought to be carried into effect. Not only in the large cities but in the small cities as well it seems to me the old ideal of education must give way. We are bringing into the schools of the state thousands of children by the compulsory law but we are not meeting the demand made upon us. There are other ideals in education suggested that we as school men should solve and put into practical effect in the schools with which we are connected. I think the small system of schools with which I am connected is in favor of many of these suggestions and that a plan of taking care of these children that come from those homes where they are poorly trained and giving them some practical training that would wake them up to the necessities of life would be approved. I think if we take hold of this matter in the right way we can save hundreds of boys and girls and give them a training that will fit them for useful citizenship.

There is another question on which I think we should take very advanced grounds and that is the question of pensions for teachers. This association could well afford it seems to me to consider this question and frame a bill and agitate it over the state. They have such a system in Cleveland and Cincinnati but there should be a state scheme worked out. If we work out such a scheme there must be money to pay the expenses involved. There are a dozen other questions involved in this finance question. There are many questions that we should consider and discuss. We come here and listen to papers on language and arts and philosophy but many of the practical questions in which we are interested, the great fundamental questions of education, we do not discuss and we are not in touch with them. I have read the report of this commission with great interest and I want to appeal to you to get others to read it. Get it before societies and clubs and agitate the question of more revenue for the schools. It is not difficult to talk on this question and if you keep up the agitation you will get the results. I want you to awaken the educational sentiment in this state, and make an appeal to the people. We want to continue our work for it is not done. We hope to make definite and specific recommendations and prepare bills to be presented to the legislature and we hope to secure the services of some man in the legislature and we hope to get a man of force to take up the question and push these measures for us. If we can do this we will accomplish something and increase the revenue for the schools.

In order to do this we must keep in touch with these people and when you come in contact with members of the legislature you want to talk with them about it and in order to do this you must acquaint yourselves with the facts.

We want your hearty, earnest, enthusiastic co-operation in this matter in order that we may accomplish these things. We need more money to do this and we need more agitation. If this commission can print and send out 10,000 more copies all over this state it will do great good. Get the people to read it and to make a comparison with what other states are doing. I want you to read it and I want to make an appeal to you that we want your assistance. These men have gathered the facts and the men who have written the various things in it, deserve great credit and it rests with us to carry out the good work already begun.

S. D. SHANKLAND.

My name was not on the list and I had not expected to say anything on this occasion. The matter contained in this report of the revenue commission is the real root of the school question in the state of Ohio today. Last winter we passed a law, a minimum salary bill that no teacher should teach for less than \$40 per month and that the school year should be not less than eight months. If you will examine the reports from the various parts of the state you will find that the law was not always observed and that one teacher taught for \$30 per month. Now that teacher came into competition with other teachers who pay their board and if you can get boarding for less than \$2.50 per week you can do better than you can up in our part of the state. How any one can teach for \$210 per year and live is more than I can understand. If you will examine the tables in the report you will see that the average expenses of the teacher is \$320 per year. This salary bill was disregarded in some parts of the state and at the rates paid the teacher would be in debt or would have to find money

to make up the deficit. That means that such teachers must live with their fathers or mothers or relatives in order to keep within their income. They will not be able to buy many clothes or books or spend much for recreation. If you will examine the report you will see that the estimated average expenditure for all sources of recreation is only \$8.00. Think of that sum for recreation! If they came to the association their railroad fare would be from \$4 to \$6 and their boarding here at the hotel would cost them \$2 per day. Is it any wonder that they are not seen here at the association meetings. A conservative estimate only gives them an expenditure of \$8 for recreation and that would not enable them to go anywhere. The truth of the matter is that the state in making so small the allowances for her teachers is paying them to stay at home and raise onions, and work in barber shops or work at anything else during their vacation in order to get a living. Down in southern Ohio they were compelled to close the schools because they did not have sufficient money to run them for eight months. A good many of the schools down there paid no attention to the \$40 salary law and paid as low as \$30 for their schools and then had to close for want of money. What a crime it is for the great state of Ohio, with all its wealth to say to these little children, we will deny you the privileges of an education, we will deny you the privilege of a good teacher and we will put you in the hands of some high school graduate, or some young teacher about 18 years old without any training who simply wants to earn some money to be devoted to some other purpose. The state by refusing to furnish enough money to run the schools properly is saying to these children, we are willing to place your education and training in the hands of some young person who has looked for

every thing else to do and has by some means obtained a certificate and is willing to teach for the money that is appropriated for the education of these children. It is time we are saying something and doing something in behalf of the children of this state. I am not making this appeal for myself personally nor for Supt. Van Cleve, for if he can not get a living out of teaching he can go out of the business. So can Supt. Cox and many others who are here. We are not making the appeal for you but for the children of this state who are entitled to an education. When a board of education employs a teacher for \$210 they are doing an injustice to all other teachers and they are doing great injustice to the state. The children of the state are entitled to the privileges of a good school and a good teacher. Of course I understand that there are teachers who are not fitted to be in a schoolroom and would be dear at any price. There is another injustice done to teachers by giving a teacher twice as many pupils as she ought to take care of. In many case they will give a teacher 50 or 60 pupils and expect her to take care of them and always keep sweet and never be cross. It is expected of these teachers that they will labor with these 60 pupils when they should not have more than 25 and be pleasant with them and put sunshine and gladness into their lives, many of whom never get a pleasant word at home. It is an injustice to the teachers of Ohio who are laboring so faithfully and earnestly for the schools under their care. Is it not fair to give these children a chance, to give them good teachers and to pay these teachers a fair sum of money for their labors? Is it not fair to give our schools teachers who are trained for their work and pay them a sum of money which will enable them to come to the association and get new inspirations

and new ideals to carry back into their schools? Is it fair to leave these children in darkness and to put up the shutters by cutting off the revenue necessary to employ good teachers? That is the appeal we are making to the citizens of the state of Ohio in behalf of these children.

S. K. MARDIS.

It is not possible in the limited time we have this morning to say all that should be said upon this question. We might spend a whole week in discussing it and there would still be many things that could be said. We have seen the situation from this magnificent report of the commission and I hope that every teacher will make a careful study of this report. We have never had in this state previous to this time such an able report of the educational interests of our state. I think it is safe to say that we as teachers have not learned to advocate our cause as we should do. We have not learned to advocate the cause of the children as it is our duty to do. We have not studied the needs of our schools as we should do and we are not able to advocate their needs as well as we ought to do. The welfare of our schools demands the services of competent trained teachers who are able to give effective service and not mere boys and girls who make it a temporary occupation or who teach in order to help pay their way through college. We have this trouble to contend with in our rural schools. There are many young persons who desire to enter the teaching profession and they are not able to get into the city or the village schools. What do they do? They do not go to a normal school and take a course of training as they should in order to prepare themselves properly for their work. They go out into the country where there is no supervision and no one to guide them and get a

school and then after awhile they are called back to the village to teach. The increased salaries in our cities are drawing the best teachers from our schools and this system is driving the incompetent persons and the unprepared teachers into our country schools. We are undermining the great work of education in our rural schools which have given to the state many of our best men. It is impossible to keep good teachers in our rural schools unless they are paid living wages. We are paying more per capita today for the paupers than we are paying to the rural school teachers. It is a disgrace to the state of Ohio that such a condition of things should exist.

What shall be done to remedy this condition of affairs? The increase of wealth in this state last year was eight billions of dollars. What does this mean? It means that the real estate should be appraised every 5 years to keep in touch with this increase in wealth. What else does it mean? It means that in the mining counties where the surface of the land is poor but where millions of wealth lie beneath the surface, the state of Ohio gets only 17 cents per capita. This report shows that the higher institutions of learning have done better than we have because they have looked after their interests more and better than we have. The fact is that our schools do not get the revenue to which they are justly entitled. We need more money, we need better teachers and better schools, we need more normal schools and we should have more financial support for our common schools from the state. I hope that every teacher will study this report carefully and will agitate the matter in his community. It is only by such agitation among the people that we can get the support which our schools ought to have.

SUPT. E. M. VAN CLEVE.

I shall speak only to one point in this discussion and that is the question of an increase of salaries. This pamphlet which we had placed in our hands by the revenue commission is a remarkable document if it be used properly. I appreciate the work that has been done by that commission and there is in it a demand for an increased knowledge of the situation among the people. A couple of years ago in my own city I made an investigation as to the cost of living as compared with the cost five years before. I made this investigation for my own personal use. The cost of living has increased very much during that period. I am sure that people generally do not know the actual facts in regard to this matter. I am satisfied if the people realized the real situation there would be an increase of salaries. As Mr. Simeral said yesterday if the people knew the facts in the case they would come to the rescue. The people generally are more anxious to give us a fair price for our labor than we give them credit for. It is the best thing this organization can do to continue this propaganda until the people fully understand the real situation. It is an easy thing to say that the people read these documents and know the facts in the case. But do the people read them. You lay them on the desk of the business man or the lawyer or the doctor and he is going to read them sometime when he has the time but does he do it? More than simply leaving them on the desks in offices must be done if we expect to accomplish anything. We must study this document ourselves and we must be masters of the situation before we can talk to others in regard to it. Teachers are not in many cases well informed on this subject themselves. Some superintendents do not know the rate of taxation in their own cities. We do not

know our own facts and how can we be expected to give them to others. We should become so thoroughly acquainted with this book that we can talk it with effectiveness to others. We should not only be able to talk it to others but should talk it among the people. In addition to this we should use printers' ink as was suggested by Mr. Simeral yesterday and let the people know what we need. There are many bright, short articles that you can write and put into good shape for the newspaper. You can print one of these articles today and then another next week and in this way we keep the matter before the people. The only way we can succeed in this matter is to keep it before the people and keep everlastingly at it until we shall get it into the heart and consciences of the people of Ohio and they will respond. The only way we can accomplish results is to keep up the agitation and keep everlastingly at it until it is accomplished.

F. B. DYER.

I was very much impressed with what Mr. Van Cleve said in regard to the interest taken by teachers in this matter. There seems to be an indifference on the part of a great many teachers. Does that mean apathy on the part of our teachers in regard to the matter of revenues for our schools? If that is so then we ought to get after these teachers as superintendents reach them in their own corps. My observation is that teachers get what they want if they keep at it. I had an experience along this line and I sent out a circular to the teachers saying you are a committee of one to see everybody, members of the board and clubs in regard to this matter and we got what we asked for. Work is the only way to bring this about and I believe if the teachers feel that it is up to them and get to work they will be able to con-

trol the public influence in villages and cities. I have only glanced over this report hurriedly but I believe it is an invaluable document. It will give us the material necessary to carry on this agitation. I find that a pretty good way to reach the public is to put into a typewritten letter what we are doing and what other people are doing and send this letter to members of the board, to legislators and to other people. This puts the matter before them in a way that they will consider it. I am sorry that this document in its comparisons does not go out of Ohio and into other states where they have solved this problem as we are trying to solve it. I believe there is material enough in this document that if it be properly used and properly agitated by the teachers will have great influence on the people of Ohio. I think this report is a decided innovation and I think it is a conservative report. I believe that after a person reads this report carefully he will reach the same conclusions that the members of this commission have reached. As Supt. Cox said there are other things to be considered besides the increase in salaries. We not only want more salaries but we want pensions. It made somewhat of a start 14 years ago when this subject was agitated. We presented a little scheme and went to the legislature and they walked all over us but we got up off our backs and went back again the next year and we got a bill through and for 14 years the teachers of our city have enjoyed these pensions. It is true that it is small, only \$300 a year, but it is a beginning. I can not see why every teacher who has been in the service of his state for 30 years should not be retired on a pension. It seems to me that it is one of the imperative needs of this state to set aside a fund to pension old teachers. A teacher after 30 years' service is worn out and she is an ob-

ject of charity. If she gets work after that time it is an act of charity and I think she should be retired on a pension. I believe that such a scheme can be worked out and if teachers believe in it that it will come about. It has been done in other countries and I believe it can be done here and I believe that in 25 years Ohio will have a pension system. There is another thing I want to speak of and that is the expansion of the school system. The Ohio school system has expanded greatly in the past few years and will do more expanding in the future. You noticed what Miss Adams and Mr. Beggs and others have said about the expansion of the school system, beginning with the kindergarten and the addition of agriculture and industrial and manual training. There must necessarily be a great expansion of the school system in the future. A great many of our pupils go away from us before they finish the sixth grade. Do you know that 33½ percent. if not half of our children go away from us before they are through with the sixth grade and before they have the normal education of the child of 10 or 11 years. They should be followed up with a compulsory law and we should hold them until they are 16 and have completed their elementary schooling. The state owes it to these children that they should have an education. The state owes it to him and if they can not keep up with the work in the three R's they can learn industrial lines. Massachusetts has been doing something along this line and has industrial schools and night high schools in connection with her day work in every village. Wisconsin has passed a law that it shall have a trade school in every county seat that children may learn an occupation which will make them of service to the state. It seems strange that in this so-called democracy which is supposed to offer

equal opportunity to all its youth, you can become a lawyer or a doctor or a preacher but not a mason or a carpenter. We made no provision for such opportunities. If Ohio is to offer equal opportunities to all its youth there must be a wide expansion of its school system. We must take up branches that we have not thought of before. These are some of the purposes of increased revenue. There is another thing to which I want to call your attention and that is the improvement of school equipments. When this expansion of the school system comes we must erect buildings with dormitories, and gymnasiums and for the teaching of manual training and domestic science and they must be very different buildings from what we now have. That is a serious question. The cost of these buildings in the country where the land is only worth \$200 per acre will not be so great but in the city where land is worth thousands of dollars per foot it is a much more serious problem. The increase of the teachers' salaries, the expansion of the school system with added courses in domestic science and normal training are problems which we must consider in the near future.

DR. ALSTON ELLIS.

I was very much interested in the remarks of the last speaker. I do not know that I could give full acquiescence to all that he said but in the main I am agreed. There are many things about which we are in substantial agreement. I think it is wise in the prosecution of this action not to bring in too many elements. The more elements we bring in the more likely we are to have divergent views. If there was ever a time in our history when we should be united that time is now. I am not an alarmist but I believe we are in a critical period of our history

so far as regards revenues. A few years ago the state levy was 2.89 mills and it has been gradually worked down until it is now only 1.34½ mills and the tendency of the legislature is to abolish the state tax altogether. As it now stands the educational interests of the state receive nearly the whole of the money derived from the state taxes. Now the question comes up to us, when this state tax is removed what are we to have in its place? We know now in advance what it is but when that tax is renewed the educational interests will depend on the local levy. We know now just how much we are to get for the schools and the higher institutions of learning but when you wipe out the state tax we are all at sea. I fear that it will be one year a feast and the next year a famine. We have been adding other sources of revenue for the state but no educational interests have shared in that increase. For instance the saloons pay a tax of \$1000 or about 9 million dollars into the state treasury but not one cent of that revenue goes into the education of the child. It seems to me it is time for a campaign of education in this matter. If the state tax is to be removed what is to take its place? How shall we know what sum of money we shall have? It seems to me that this is a very important question for us to consider. It may not be of interest to you for me to express my own opinion in regard to this matter but I think the trouble is that our system of appraising property is a weak thing. If the property of the state was appraised fairly and taxed properly the state tax would be the best means we have for raising our revenues because there is no valid objection to state taxation. We pay 3½ percent. and 1.34½ mills goes to the payment of the educational interests and there is no complaint. The trouble is that one community by insisting on low



appraisement of property is trying to cheat some other county in the matter of taxation. Out in Colorado when I was there the state tax was limited to 4 mills on the dollar for all purposes and that had to carry on the executive, legislative, judicial, educational and penal and reformatory institutions.

In the town in which I lived we assessed 52 mills and of that 4 mills went to the state. The trouble is that property will be appraised in some counties at 20 percent. less than its actual value and therefore some other county must pay more in proportion than it should do. The state tax has been gradually decreased and I fear that when this state tax is eliminated and I think it will be abolished, that we shall have nothing to replace it. I am especially interested in this because of the higher institutions of learning. It may be possible that your schools will go on just the same but if that tax is wiped out there should be something to take its place. The higher institutions of learning and normal schools must derive their revenues from some source and if the state tax is abolished it will be necessary for us to go to the legislature every two years to secure the money that is necessary to carry on these institutions and as I happen to be connected with one of these institutions and have had experience along this line I assure you it is no fun. It seems to me that if the state tax is removed there should be a provision to set apart a certain portion of the state revenues for the educational interests so that we may know what we are to have and not be at the mercy of each legislature. I agree that the distribution of the funds is most unjust and inequitable. The communities do not share equitably in this fund and there should be some way to distribute the money fairly. It is not a question of individual differences as to

ways and means. The main question is what is to be done to supply the revenue we shall lose when the state tax is abolished. All the questions about salaries, or pensions, or whether we shall have an enlarged sphere in this or that direction, are all questions of secondary importance when compared with the great question what shall take the place of that revenue which is to be taken away from us? There are some things that we will still have. They can not take away the irreducible fund of  $3\frac{1}{2}$  million dollars. Let us not drift apart in this matter but let us be united and provide a revenue and find out some equitable means to increase that revenue which we know in the past has been insufficient.

SUPT. WM. MCK. VANCE.

I will take just a moment of your time. The subject has been thoroughly discussed and many of the things which came to my mind have already been said by those who have preceded me. I think there is more courage needed on the part of the teachers. I believe that we are weak-minded on this question and do not have enough backbone to stand up for ourselves. We look after our school work but when it comes to such things as electing assessors to appraise property we are silent. So we find men elected to assess property who are under some obligation to certain taxpayers or they are people of very little influence and are willing to accept the statements of any one as to the worth of his property and place it on the duplicate at a much lower rate than it should be. I know that in a certain village a property was on the tax duplicate for \$1000 and it was afterwards sold for \$19,000. I also know of another property that was on the tax duplicate for \$500 and there was a \$10,000 house on it. I do not know how it happened but the assessor had not seen

it. The thing for you and me to do is to acquaint ourselves with the valuations of property in our community, to make some investigation and to inform ourselves on these matters. Then it is your duty and mine to see that the right kind of men are elected who will see that this property is fairly listed for taxation. By this unfair appraisal of property we are defrauded out of thousands of dollars for our public schools. It is up to us to do something in this matter. That federation in Chicago has done something to make a great corporation bear their share of the taxes and although they were scoffed at they accomplished their purpose. If we take up this matter in earnest we can do something and see that our public schools are not defrauded out of the money which justly belongs to them.

S. D. SHANKLAND.

I want to say that all these matters referred to by the various speakers would have been discussed if the attorney general had been present. The commission of which Mr. Ellis is chairman have under consideration all these questions such as the utilizing of fran-

chises and would have been discussed by him. I think you will find that when this commission has done its work the state will be provided with ample revenue and the thing for us to do is to reach in and get our share.

F. A. JONES.

I was going to say that we are substantially agreed as to the larger revenues and the commission simply intended to bring the facts before you and to receive suggestions upon it. If this commission shall be continued it is the purpose to frame a measure that will secure from the revenues of the state an amount sufficient to provide for the schools and for the expansion of the school system. I know the commission will be glad to have suggestions from anybody in the state. You will find several things in this report that will be of interest. It is the purpose of the commission to protect the schools of the state. You have heard from one member of the General Assembly and you know how he stands but we shall need your influence with both the House and the Senate when this matter comes up.

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### WEDNESDAY, 2:00 P. M.

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#### THE CO-ORDINATION OF THE KINDERGARTEN WITH THE PUBLIC SCHOOL.

ANNA LAWS, CINCINNATI.

Recently at a meeting of the International Kindergarten Union held in New York City Dean Russell of the Teachers' College of Columbia University said: "The kindergarten needs no longer be on the defensive, it has won its way, and with this success has come added responsibilities."

The emphasis which Froebel was so

fond of making upon the idea of the "Member-whole," if we may translate his German expression in such manner, wherein due regard is given to the fact that a whole is made up of many members and that these members be not lost in the whole but each have its own degree of attention, may be applied to the educational world at the present time.

We cannot look at one phase of education or one period of time in the life of one individual as entirely separ-

ate and distinct from every other phase or period and yet each period and each phase must have its own special consideration.

We recognize the fact that the place of the kindergarten in the educational plan is in that period when the child struggles with his birth as a social being.

"No longer content to remain with mother or nurse as sole companion, he turns away voluntarily from her smile, slips away from her knee, and is no longer hers supremely.

Alone he goes out into the world. From dependence he is born into independence."

The baby clothes are outgrown, the long curls are cut and sad as it may be to the mother's heart, she has her lessons to learn as well as the child of "alienation and return."

When the child enters the social world he must learn the language of the social world and of the material world as well.

The language of material things is expressed in universal qualities.

Froebel organized things which have always appealed to childish activity so that their use would reveal their qualities simply and singly, as we talk to a child that he may learn language.

Number, form, size, color, etc., invite the attention.

"There is no magic wand concealed, only naturalness, definiteness and simplicity to invite the acquaintance of the little natural explorer and transformer."

Organization tends to keep the transformer within bounds of unity so his activity may lead to enlarged fields of knowledge and definite creation without dissipation of energy thro' floundering in a wilderness of the unfamiliar and too complex.

Other material than that known as distinctively kindergarten material may have the same purpose and come to the

same end but it is the application of the principles underlying its use which makes it educative or not.

In general, it can be said that the method of the kindergarten deals with *play activity* which subordinates product to process but is always looking toward a transition to work whose characteristic would eventually be the subordination of the process to the product.

The effort is to respect the *needs* of the child at the period when play activity is its natural expression but to recognize that in many of the instinctive plays of childhood are "germinal manifestations of values whose more complete revelation is made in the different forms of adult activities."

Also to gradually transform the flitting attention of children into power to apply oneself to a task, and to supplant *transient* interest by permanent habits of attention.

The kindergarten is not a sub-primary school whose object is to fit the child for grade work but it is a factor in education which thro' its own means meets the essential needs of childhood and because it meets these needs it does prepare the child's mind and heart and body for the next higher step.

It does aim to present in the form of play, which would of itself appeal naturally to the child, concrete ideals which will appeal to the imagination; to call for actions which on the child's plane will correspond with these ideals, and to incite these actions thro' right motives.

The highest aim of all education is the development of power, physical and spiritual as well as intellectual power.

If the kindergarten succeeds in developing some degree of power, power to see, to choose, to do; power to give attention, to apply oneself to the task or activity at hand, power to control impulses, power to enter into the experience of others thro' sympathetic im-

agination—if the kindergarten can begin to develop such power proportionate to the child's age and capacity it is living up to the highest ideals of preparing the child for the next stage, the school.

The kindergarten will start the child towards this goal thro' the medium of play for this is the play period—the school carries the child on thro' the medium of work.

Between the best primary schools and the best kindergartens there is no gap, and the transition from this play period to the next period is skillfully guided by the well trained and observant kindergarten and primary teachers working harmoniously together. The kindergarten remembering on the one hand that every child in the kindergarten may not be wholly in the play period, and watchfully providing conditions for the next steps, while the primary teacher will not treat the six year old little ones just out of the kindergarten as if they were wholly within the second period.

These of course are not periods sharply marked off but each has its distinguishing characteristics and the gradual transition from one to another is a critical time in the child's life which requires careful handling on the part of both kindergarten and primary teachers.

We are happy to say the time is rapidly disappearing when we can find teachers in our primary schools who would echo the sentiment of the teacher who said:

"I don't like the kindergarten children. They talk too much. They always have ideas and something to say about every subject we talk about, but I tell you after they have been with me awhile I overcome that habit."

This is the type of teacher who has no use for the kindergarten who vetoes all initiative and fails to foster the cre-

ative power which the kindergarten tries to develop.

If kindergarten and primary teachers can stand together and strengthen each other's hands in all that is good for the children, they will become one of the greatest of the educational forces of the present time.

Each should have a sympathetic interest in the other's work and a definite preparation in understanding its principles and methods. It would be well for each to spend as much time as possible in the other's room.

The children might occasionally be brought together for some play or exercise in common such as stories, songs, games, rhythm, etc. They might occasionally exchange some periods of work. If this could be done in some regular way, and if they could discuss plans and results together it would help to bring about sympathetic and intelligent co-operation.

This would of course need the hearty support of principal and superintendent.

The time is past when without any definite knowledge of principles involved, the mere placing of a little hand work, the introduction of kindergarten blocks, a few songs, games and stories into a primary room is considered a sufficient connection between the two.

It is to the training departments of the normal schools and universities that we must look for the complete working out of the problems of co-ordinating kindergarten and school.

Hamilton Mabie, the President of the Kindergarten Association of New York said recently:

"The central service of Froebel to America and to modern life is that he is helping to keep the soul alive in the strong and disciplined body of modern education.

We have seen many changes during the past years, changes came in more humane discipline, in provision for ac-

tivity, for health, in shorter study periods, with introduction of pictures, music, stories and other outlets for feeling as well as intellect when once nothing was taught but the three "R's."

All the principles involved in this,—the regard for physical and emotional as well as intellectual needs: the concrete as a means to the abstract; the provision for reaction or reproduction with impression are now common to the primary teacher as well as to the kindergarten. Do we sufficiently realize how much of this may be owing to public opinion created by the so-called kindergarten movement?

Many teachers are now doing college work in English, not as grammar and analysis or arrangement of sentences but as *live work in description*, narration and arrangement of ideas, words being an incidental part.

"This principle—the *living use* of things (language included), the mode of action, the life relation as fundamental, is transforming school work."

A large part of Froebel's method consists in the constant direction of attention; a child notices many things for himself, and many others if helped by wise selection and emphasis.

"Most can be helped to perceive the best things in life" Froebel says, "if their attention is often and sympathetically directed toward them."

Perhaps it is equally true of the adult as well as of the child,—and it may be the province of a body of educators such as is gathered here today to study earnestly the educational needs of the present time and present these needs in the various communities of our state in such a way that the attention of these communities may be sympathetically directed towards them. To be psychological in our treatment of educational, as well as social problems, we must set ourselves to bring about the right sentiment, then the good act will follow.

The less patient way is to force the good act but this sort of virtue requires the policeman.

My observation shows that whenever a new move in educational matters is made it is stronger if it is preceded by the radiation of good public sentiment. It is said that this feeling prevails so strongly in Sweden that if a certain kind of work is to be introduced into a given school the authorities first ask whether the teacher believes in it.

Just now when the kindergarten is being made a component part of public school work it is well to find out before its introduction whether the superintendent, the principal, the primary teacher believes in it. If they do not it is a question whether some missionary work ought not to be done with them before the step is taken which will surely prove a failure unless undertaken by one of remarkable powers who can work under disadvantageous circumstances trusting only to the faith and light from within to overcome all obstacles.

This holds good with the introduction of the kindergarten training department into the normal school and university as well, especially when part of the training is expected to be given by the professors and instructors in branches considered as essential but not distinctively belonging to the kindergarten department, or rather to the kindergarten arbiter.

Two difficulties are usually experienced in such training departments — one is the failure to co-ordinate properly the various branches of study undertaken in order that the student may grasp the right idea of the work as a *whole* and see the right relationship of one part of the general plan to the other, not unduly emphasizing one at the expense of the other, and second that the emphasis placed upon the number of subjects and degree of atten-

tion needed by each shall not crowd out the necessary amount of observation and practice to make the kindergarten work effective. This latter value is not so thoroughly understood in most normal schools and universities as it should be.

It is sometimes a help in formulating our own plans and procedure to learn something of the manner in which others are trying to work out similar conditions.

If you will permit me to refer to my own city Cincinnati, I should like to tell you just how we are trying to meet some of the problems of the present situation which involved co-ordinating the kindergartens with the public school on the one hand and the training school for kindergartens with the university on the other.

The *University of Cincinnati* is a municipal university supported largely by public funds.

A few years ago a college for teachers was organized which now takes the place of a city normal school. It is under the joint direction of the board of directors of the university and the city board of education, using university professors for instructors and the public schools for a practice field under expert direction and guidance.

The kindergarten training school had been for years the work of a private corporation, "The Cincinnati Kindergarten Association," and had a fully equipped training school and also a number of kindergartens under its supervision.

An arrangement was made whereby this training school was affiliated with the college for teachers thus strengthening the training school by having some of the subjects taught by the university professors and aiding the university by placing at its command an already organized kindergarten department.

As at present arranged a kindergarten course may be elected by university students at the completion of their sophomore year in the College of Liberal Arts, thus placing the kindergarten training in the same position with regard to the College of Teachers as the training for elementary or secondary schools, viz. high school course of preparation, two years in College of Liberal Arts, and two years of professional training in College for Teachers with a university degree at the successful completion of the course. Without the two years of college work a high school graduate may take a two years' course of professional training in the kindergarten high school and be eligible to teach in the public schools but will not be placed on the preferred list as in the case with the university graduates.

The following list of subjects has been considered essential to the training of the kindergarten:

Personal hygiene, physical culture.

English composition, including the fundamental principles, description, narration themes, impromptu paragraph writing, etc., etc.

History and philosophy of education.

Psychology, child study.

Biology, study of plant and animal life, etc.

Music.

Art.

Froebel's writing.

Handwork, gifts, songs, games and stories, etc., included under kindergarten activities.

Program construction.

Purpose, organization and subject matter of mother's meetings.

Subject matter and methods of work in primary grades.

Opportunity for practical experience in the kindergarten.

For this course of training, after looking over the field of educational work in the city, last year at a meeting of

the President of the University and Dean of the College for Teachers, President of the School Board and Superintendent of Public Schools, President of the Kindergarten Association and Superintendent of the Kindergarten Work, a mutual agreement was made whereby such forces as were needed from all of these sources were to make as complete a course as was possible.

The co-ordination of the kindergartens with the public schools has had some excellent features which promise to work out excellently for the future though as yet only in the beginning stages.

The superintendent is in perfect sympathy and is wisely intelligent with regard to the needs of the kindergartens.

He has introduced them only under favorable and sympathetic conditions and relationships.

The kindergartens are opened for only one session a day and the kindergarten's time in the afternoon is most wisely adjusted giving her

One afternoon for conference with supervisor and other directors and for special lines of study work.

Two afternoons supplementing and assisting the primary teachers.

One afternoon for mothers' meetings and conferences along that line of work.

One afternoon for visiting the homes and necessary work connected with the kindergarten.

The relationship thus established has been most helpful and delightful to both the kindergarten and primary teachers and has led to a much better understanding of each other's needs and difficulties as well as the establishment of very pleasant links with the children so that little ones going into the primary from the kindergarten will have certain periods with the kindergarten the next year, thus enabling her to keep in touch with their progress and needs.

It is also leading to growing recognition that with the introduction of

different ideals of education for the younger children and a clearer perception of the value of the earliest impressions and of the foundation which is being laid, primary teachers are entitled to more consideration, smaller groups of children, shorter periods of time, more assistance, more opportunity for conference and the taking in of inspiration at home not after a long day's work, also *better salaries*.

We are beginning along all lines of education to realize more and more that Froebel's educational keynote of "creative self-activity and a fuller self-expression" is the keynote for all.

That the chief aim is to understand the right relationship in life.

The highest possibilities in human nature, and to extend the best help to attain these possibilities and especially to surround the youngest life with the best conditions to develop these possibilities;

To realize that "*higher education*" stands for "the high meaning of the every day life: for the beauty of work — of unselfish devoted work, with ambition to do the appointed task—a "trained capacity for *interest* in daily life."

As Hanford Henderson in his "Education and the Larger Life" says:

"To attain human wealth we want to put into daily life itself those elements which make art and literature glorious and to turn increasingly from art and literature to life. Reality is better than representation of life; life at first hand, warm, glowing, beautiful human life is better than any picture of it." —

And because in the kindergarten we are dealing with such little things — apparently often such trivial things, and because we have learned the lesson of how these little things often make the most lasting impression remembered long after more important things have faded away into the mists of the past and are forgotten, I am going to close

with a tiny little poem which deals with just little "fool things" and possibly that will stay on your mind long after the more earnest things I have tried to say have vanished away.

#### THE LITTLE FOOL SONGS.

The\*mighty songs of a mighty art

They hold me a little in their spell,

The hugest tones from the organ's heart

They stir my soul with their throb  
and swell;

But they die away and their magic goes

Into the void of forgotten things,

But the little fool songs that every one  
knows

Are the songs to which my memory  
clings.

There's joy in the mightiest harmony,

But the little fool songs come back to  
me.

Little fool songs and little fool rhymes,

Little fool things a man will do,

The thoughts of them come at the  
strangest times,

But I love to have them come — don't  
you?

For you chuckle and smile at the me-  
mored word

Of the foolish lilt of a careless mind,  
And you laugh as you think of the  
things absurd

Which you did in the days you have  
left behind.

And I've found that the great things  
fade and flee

While the little fool things come back  
to me!

— Butte Inter-Mountain.

#### THE SCHOOL AND SOCIETY.

F. A. M'KENZIE, COLUMBUS.

On the 9th of March, 1832, just 75 years ago, Abraham Lincoln delivered his first public address. In that address were these words, significant not for rhetorical arrangement, nor for florid

eloquence, but for the fundamental and perennial truth which they contained. He spoke of education, and said, "I can only say that I view it as the most important subject, which we, as a people, can be engaged in. I desire to see the time when education shall become much more general than at present; and should be gratified to have it in my power to accelerate that happy period." In the name, then, if I may presume, of Abraham Lincoln, great American educator, I come this afternoon to plead for an extension of our public school work.

If I may claim any message for you, it may be briefly summed up in this, that education is a broader and deeper and more significant thing than has yet been suggested by the word school. We have not exhausted the possibilities either of our school plant or of our school organization. We are recklessly squandering our educational resources. Lincoln, in the days of corporal punishment taught us the lesson that this country could not endure half slave and half free. Our next great school-master will proclaim the truth that this country can not continue part educated and part uneducated, part privileged and part unprivileged. Antagonisms of race, antagonisms of creed, antagonisms of class, find their chiefest foundation in differences of education.

The very topic assigned me is suggestive of a revolution—a coming revolution—in ideas. *The School and Society*. What is the significance of this combination of words? As commonly understood there is no intimate relationship between them. True, the school is created by society for the training of potential members. The school is composed of children; society, of adults. The individual is graduated from the school into society. This is the orthodox working principle upon which people in general and teachers in



particular proceed. But — until we can reach a truer and more fundamental conception of both society and school we can not hope for that progress and that culture in the United States, which should be our ambition.

The educational philosophy, or any philosophy, which tolerates such ideas is the real source of many of those evils which we condemn under the terms of maternalism and commercialism. When graduation shall be recognized as the commencement of the final and chief development of personality, then we may expect to see the emphasis transferred from things to persons, from money to character. The test of education is the thirst which it implants for further study, further growth, and further development. A complete or sufficient education is a contradiction in terms. What then becomes of our distinction between school and society? From one point of view they are identical. Certainly the school is a society. Not less certainly society is a school, if not *the* school. There is then no age limit dividing the two. If there be a distinction it must be sought upon another basis. We need first to know the function of both school and society.

A slight philosophy of education will give us an approach which will solve both our problems for us. And that philosophy may be summed up in two propositions. (1) In all humans there are infinite and like potentialities. (2) *Those* potentialities are actualized which the environment stimulates or demands. The first proposition supplies the basis for the claim that all men are created equal; it makes democracy a possibility. The second proposition places upon society the responsibility for the type of people to be in the world; it makes democracy an obligation. Democracy is then both possible and obligatory.

Education is the revelation of latent powers. Education does not create.

Man is, education reveals. The opportunities and ideals held before the people determine what the society shall be. The same opportunities and the same ideals will produce the same kind of people. Differing opportunities and differing ideals will produce a heterogeneous people, an aggregation of differing societies.

Education thus becomes as broad as life, and society itself is the great teacher. If we let the school stand as the symbol of education, we may say that the school and the society are each determined by the other. A society can not continue democratic unless it provide equal opportunities for self-realization to all. The acme of democracy is found in the educational ideal of this country — free and equal education for all.

It is the shame of our education and our democracy that we do not begin to realize our ideal — nor, as a matter of fact, do we as a nation believe in it. We are not an educated people. The number of the educated is but as a drop in the bucket. You do not need to be told how few of our children finish the grammar school. You know that on the basis of percentages almost none of our people have a high school education. Still fewer go through college. Our native born children are less eager for education than are the immigrants. Why is this? Because we do not believe in education. We do not believe in democracy. The stupendous pity of it all is that you and I think that we are the people — and are content to be such. We do not want the mass of people raised to our own plane; we do not want to do our share of the dirty work of the world — we say the uneducated don't mind it. We protect ourselves behind the assumption that we have a monopoly on the brains of the country. We are setting up an educated caste, and hugging to our hearts the delusion

that we are the intellectual elite. But the time will come when it will be forced home upon us that the shoemaker, the mountaineer, the Italian laborer, the Hungarian miner has as great potentialities as the college professor. We shall come to believe as well as to say that labor is honorable, that poverty is no disgrace, and to know that the brotherhood of man can never be more than the sound from a tinkling cymbal or sounding brass until the highest possibilities for development are placed freely, widely, and equally before all. Until the leaders of educational thought shall preach and act on this belief, we can not expect the mass of people to accept it, and the mass of children will always be as the mass of people. To transform childhood you must transform adult society. The first great move then must be to exalt education and the school in the eyes of parents.

We belie our political and our democratic ideals, whenever and wherever we do not passionately protest against the present conditions. We deceive ourselves chiefly with the idea that we can not afford to educate to a greater extent. But, if education be what we claim it to be, it is not an expense. It is a process of revealing productive power.

One of the functions of the educator therefore is to widen public belief in the power and value of education. If the public does not believe in education, the youth will not believe in it, and will not get it. The salvation of the child must come through the parent. In order to have an efficient school you must educate society. This is the cord which binds school and society together.

To realize, then, the ideals of education we must bring society into our school. When you succeed in centering the thought and the activities of the community around the school, you achieve the fundamental necessity of

democratic education. Man neither lives nor grows upon bread alone, but by every word of truth which corresponds to the present needs and latent possibilities which the Creator has vested in the human constitution, and the school is the institution entrusted with the responsibility and obligation to insure that word of truth for every man, woman and child.

I argue not for charity, but for justice; not for paternalism, but for democracy; not for extravagance, but for intelligent economy; not for socialism, but for fraternalism; not for the individual, but for society.

With whatever vehemence these ideas may be stated, it should be recognized that they are not entirely new. France, Germany and England are said to be well advanced in their application. Nor are we without impressive examples of such intelligence in this country. They are the outcome of profound motives of economy, democracy and philanthropy. It is not necessary to call attention to the relatively slight use we make of the expensive school plants located in every ward of every city and every district of every township. The Penna silk-mill owners think they get their capital for three per cent. interest, because they use their plants both night and day. Democracy requires that the people's property shall be used to the greatest efficiency for the greatest good to all the people. But the chief consideration for us is not the waste of capital, but the *needs* of the people, both young and old. The training of the child is not confined to the five hours of compulsory school attendance. Many a youth, too, works during the day, and should be given every help and every encouragement for improvement at night. And the adults—to save from evil associations, and to raise many to higher and broader outlooks—this should be the duty as well

as the privilege of the school and of society. Boston, perhaps, has led the way in providing school lectures, playgrounds and recreation center. New York City, in one year has provided similar services for five and a quarter million persons; 5,000 lectures were provided, for one and a quarter million auditors. In commending upon this work President James of the University of Illinois has declared:—"Every city school house ought to contain a large well-equipped, well-ventilated auditorium, able to take in of an evening for purposes of further education and instruction, the parents of the children who attend it in the day time." The lecture system has traveled to Jersey City, Chicago, Milwaukee and other places. In Philadelphia there was opened this year a recreation center, the whole purpose of which was entertainment rather than instruction, the object being to furnish at the school a counter attraction to the streets and the cheap theatres.

Construction, not destruction is the key to this whole movement. "Thou shalt not" may have been the motto of the past; "enjoy the good now provided" will be the motto of the future.

It is my pleasure to report that Ohio has made a start in this line of progress. In Cleveland, for example, largely through the initiative of the Y. M. C. A., certain school buildings have been utilized for purposes of night instruction. In Columbus there is a volunteer organization of public-minded citizens with large ambitions. It has spent this last year in propagating the idea, in securing permission from the Board of Education and in effecting an organization. It plans to incorporate as many good features as possible in its work. It will attract to the school house the young, with athletics and physical culture, it will supply lectures, concerts, entertainments, books and instruction. It now has an adult organi-

zation of over 100 members, a young men's club, and a boys' club, and the girls are eager for a club. The work has received the enthusiastic support of the Principal of the school, and at least one of the other Principals is envious because her school was not chosen for the initial experiment.

It may appear like show work to spend an entire year to prepare to begin, but if the foundations be firmly laid, the time will have been wisely spent. To suggest so novel a plan and to have it sanctioned by an all but unanimous vote of the Board of Education, would be counted no small victory; were it not merely another evidence of an unusual spirit of progress on the part of that Board. As a matter of fact, the voluntary School Extension Society has found that the time is ripe, the psychological moment has come for this particular movement. Success has not been achieved as the result of special genius on the part of its advocates. A mere suggestion brings instant conviction and hearty approval. The question is not, shall the educators push this thing upon the people, but rather are they going to be content with a rear place in the procession. The thing is here. A single spark will set the whole state ablaze. The question really is, shall we carry the flame, or be consumed by it?

There is not time this afternoon for a statement of details. We must content ourselves with a suggestion of the new social responsibility which is laid upon us. A democratic society falls short of its inherent duty if it does not ensure the widest possible opportunity for development to its every member. But our responsibility does not stop with the individual. It is our duty as educators to train school and society for the solution of the pressing social problems. If the oncoming generation is to meet the needs of the critical future,

we must develop that civic conscience and teach those fundamental social principles, upon which concrete and particular social problems depend for solution. To do so, we must first ourselves be imbued with the social spirit. Thus we come back to the fundamental truism,—the problem of education is the finding and the training of the teacher. Whatever his other requirements, one thing the public teacher must not lack—and that is social enthusiasm, a devotion to public interests and public welfare. We have always had such teachers, we have them now, but we must have them in ever larger and larger numbers. Doubtless each of you can point back, as I can, with gratitude to the teachers who have stirred their students to a new and holy social zeal. They have inspired you with the same injunction laid upon me by Professor Patten of the University of Pennsylvania—"Go, help make Ohio more democratic." This is the cry that rings out from every state to its every citizen. High citizenship is the great object of education. A great teacher does more than teach facts; his work is not confined to the recitation room. As an illustration, let me cite one, to whom I myself owe more than to any other, although I never was in his class-room. Many of you know who wrote the book "The Making of a Teacher," but perhaps few of you realize how wonderfully Dr. Brumbaugh has been himself the maker of teachers. His example and his kindness have put me under unending obligation to the country which he serves. Your example and your personality will determine the citizenship of Ohio. With men of the type I have mentioned in view, our occupation becomes a profession, nay a mission, with a call to the creation of a new society and a new earth. No longer can we be satisfied with the perfecting of school machinery, for we press on to widen the scope of educa-

tion, to lift the standards of the community, to set new ideals, to inspire to new endeavors. The true teacher is a student of social forces and a worker of practical social reform.

The problem and work of education is a vast one. The harvest is great, the workers are few. The call is insistent for more reapers, more energy, more efficiency, more co-operation. The danger is that the cohorts will fail to work in harmony, will even begin to squabble for a share in the inexhaustible opportunities for service. There is room for all. The more we co-operate, the larger will our separate fields appear. The greater our unity, the more potent and important our specialized efforts. There is a place for the public school and the private school, for the high school, and the University—and each owes an obligation to the other, and above all to the public.

From Cincinnati University to Western Reserve and from Marietta to Heidelberg, and from all schools and institutions between there should be cords of love and co-operation, knowing neither locality nor creed, ambition nor jealousy, but which should so enmesh the state with their divine mission of service to humanity and human progress, that men beholding, could say that the educators of Ohio really believe in the lofty ideals they proclaim. And as the messages of helpful fraternity pass from corner to corner of the state, they will necessarily cross at the capital city to inspire to more energetic service to your fellow workers at the State University, who have no higher ambition than to join with you for the revelation of the greater Ohio. Let us forget any prejudices of the past, whether racial, creedal, communal, or institutional, and live in and for the bright future of concord and united usefulness, and so hasten the ideal long since proclaimed of peace on earth, good will to men in Ohio.

## HAND, BRAIN, AND HEART.

WILLIAM MCKENDREE VANCE, DELAWARE.

Life is a vastly different thing now from what it was to your grandfather and mine. In the "good old days"—(and it is one of the compensations of age that the hardships of early life sink below the horizon of memory, and, by a kind of mental mirage, only the delectable mountains are lifted into view),—in the good old days, the home was the most potent factor in the education of youth; and men and women were trained to a high degree of effectiveness for the life which they and their children had to live.

My paternal grandfather inherited from his grandfather (who was a friend and companion of Daniel Boone) skill in all kinds of woodcraft. He built his own cabin down by the spring; he cleared the land, made rails and posts, fashioned rude furniture and household implements, and later he hewed the sills, and beams, and braces for the larger house on the hill and the big barn, to say nothing of the wood-house, the milk-house, the smoke-house, the loom house, and sheds of higher and lower degree. He plowed, planted, cultivated, mowed, threshed, winnowed grain; he reared hogs, cattle, sheep, and horses, and helped grandmother to care for poultry and bees; he could milk, shear sheep, butcher, break a colt or a steer; he could mend shoes and harness, shape and fit an ax-handle; he could plant, prune and graft trees; he could cure ham and bacon, and make vinegar and maple syrup; he could read the sky, name the common birds, knew the medicinal value of many a root and "yarb", he could hone his own razor and shave himself; he was an abolitionist in a township that was full of "Knights of the Golden Circle"; he vindicated his honor by thrashing his

traducer; and he daily led the family in the morning prayer.

My grandmother combined skillfully the gentle arts of house-keeping and home-making. Besides the cooking, washing, ironing, sweeping, scrubbing, mending, fruit-canning, preserving, milking, and butter-making, she could—and, for the first twenty years of her married life, she did—break the flax, spin the thread and weave it into linen; spin the yarn from the wool, dye and weave it into linsy-woolsey for the girls and jeans for the boys; she could fit and make the family wardrobe; she could knit, darn, quilt, and make those beautiful old counter-panes with the name woven in the edge (now worth their weight in silver); she made cheese, soap, candles, sausages, and various fruit cordials; she had the yard full of azaleas, crocuses, phlox, pinks, sweet Williams, and bleeding-hearts, and her flower garden was a riot of color and fragrance. She nursed the sick, boarded the school-teacher, bore and reared children, cut their hair and sent them off with shining faces to school five days in the week during the entire term, and on Sundays to the nearest church—though not of her denomination—three miles away, *and they were always on time.*

There were giants in those days. It would be well for us occasionally to review the qualities and abilities of our forebears in order to understand more clearly the virtues wrought by them into the foundations of our state. We may not be overcome with emotion, as Mark Twain was at the grave of Adam; but such reflections will doubtless save us from the arrogance of fancied superiority.

The modern man and his accomplishments are deftly satirized by Dr. C. Hanford Henderson in the following paragraph.—"The modern man has a voice which is a bit squeaky and harsh,

and boasts no great carrying power; but then he has the long distance telephone, and can call prices from New York to Chicago. Stentor could not have done that. The modern man is rather near-sighted and astigmatic, and may fail to recognize his best friend across the street; but then he can look at the moon through the great telescopes, and can see things which Ptolemy never caught sight of. Our modern man may be a little dull of hearing and rather hard to talk to; but with a microphone he can hear a fly walk. He is a trifle short-winded and finds running fatal; but why should he want to run when the "elevated" shoots him over the city, and the "limited" over the country? All along the line of human defect, we find substitution of some mechanical excellence. The modern man is not personally attractive; but he has undoubted taste in bric-a-brac. He has lost his wholesome appetite, but gained a French cook. He fails in democracy, but he gives alms. He denies himself fresh air, but he has the sanitarium and the doctor. Stated in this bald fashion, the illusion is evident. One puts it aside as resolutely as one would put aside the tempter himself. The substitution are poor trinkets to be offered in exchange for human power and excellence."

From the rehearsal of the activities which marked my grandfather's household, does your own memory hark back to similar experiences at your own grandfather's, or "out to old Aunt Mary's"? Or, happily, you were a part of that kind of life—*quorum pars magna fui*, you might say, in Virgil's phrase—and were moulded, and trained, and disciplined by it,—nay, more, you were evolved by it. What a tang of pleasure still lingers about most of the lessons of that early education! Do you remember when you stepped on the "abominable bumble-bee" whose tail was

not cut off that morning while you were driving the cows from the pasture just below the orchard? Well, whatever might have been said of your heel at that time, there is no sting in your memory now. If, as a boy, you gathered the eggs and daily kept count of the score in dozens, you doubtless never had any trouble in memorizing your table of 12's. Geography was vitalized for you by your intimate contact with earth and sky and the forces of nature that environed you. There your daily tasks developed sureness, alertness, and a sense of responsibility. There you cultivated the skillful use of that most wonderful of all mechanisms, the human hand. There you studied things not words; and you learned to think in three dimensions.

Whatever limitations you afterwards may have realized in those early home surroundings, however repugnant may have become the isolation and the drudgery of the farm, and however far removed your present life may be from those elemental experiences, in your heart of hearts you are profoundly grateful for the training which gave you manual dexterity and which, at the same time, developed mental vision and moral back-bone.

It would be too much to assume that the writer favors a return to the educational method of our grandfathers. That would be impossible in the nature of things. The absurdity of such a proposition is at once perceived when it is proposed that in order for girls to regain the skill which came from candle making, we should abandon our electric lights for the tallow dip; or that boys should again wield the flail in order to develop muscular fiber. But the point is that the old order of things has passed away, and we have not yet re-adjusted our educational processes to the changed conditions of life. At our house, we turn a valve for heat,

another for water, a button for electricity; we lift off the telephone receiver and troops of tradesmen bring their wares to our doors. The postman, the paper carrier, the milkman, the laundry man, the ice-man, and the green gardener have usurped certain functions of the family life which once were valuable adjuncts in the training of our youth. I am myself rearing two choreless boys; my two girls are not quite stintless, thanks to their mother; but this exception only proves the rule that the many-sided education once given in the home to every boy and girl is now impossible.

And so upon the public school has fallen the burden of training children, not only in the school arts and the other formal studies of the curriculum, but also in a multitude of other things once taught in the home, or taught not at all, which are thought to conduce to the child's physical, aesthetic, and moral well-being. As I have said in another address, "The public school has not been averse to accepting this augmented and ever augmenting responsibility, for it has come to recognize more and more clearly that 'the whole child must be sent to school' (to use Froebel's phrase), in order to produce the full-orbed man. And so one subject after another has been added to the course of study, until the list is no longer a short one, from the *a, b, c*, of art, business and calisthenics, to the *x, y, z*, of X-rays, yell-ocution and zoology in the grades.

A clear sense of relative values has not always obtained. That which should properly be held subordinate and incidental too frequently has taken on exaggerated importance. Many of you have inspected schools full of beautiful paper pasting, lovely drawn-work, and superb biscuit, in which the reading was incidental, the spelling accidental, and the arithmetic transcendental.

And then, too, the public school had for so many years taught its limited program of formal studies in such an arid, formal way as practically to separate the child from life itself. And so when the leaven of the kindergarten had begun to permeate and lighten the dough of the elementary grades, we were a long time in catching the real spirit and method of Pestalozzi and Froebel. Let me cite the case of Nature study. Doubtless we are all agreed that the pupil must go out into nature and there hold communion with her visible and invisible forms, and the teacher who accompanies that child must have the annointed eye which finds there Henry Van Dyke's "God of the Open Air" and Celia Thaxter's God who cares for the little sandpiper; but in some schools, the study of nature is confined to the printed page.

Manual training in some places seems simply to be a word to conjure with, and a means of astonishing the public with some meretricious gimcrackery that was designed by some one in Chicago instead of by the boy under the guidance of the teacher. Art under some teachers still means copying pictures from the flat and filling in tracings with color. And moral training in other schools is restricted to memory gems quoted in strident tones by the class in concert and to chenile work or spatter-work mottoes bearing such inspiring sentiments as "Be good and you will be happy," and "Satan finds some mischief still for idle hands to do."

A critic within our ranks, Henry Turner Bailey, to whom I am indebted for more than one idea in this paper, has said:—"As soon as nature has brought the child to the point where he has gained complete control of his powers of locomotion, we teachers caught him and made him sit still six hours a day. As soon as he had learned to talk fluently, we told him he mustn't even

bezzlers, and grafters and tricksters and delinquents. We are coming to realize that however proficient the schools may make our boys and girls in language and science and history; however skillful our boys may be on the athletic field, the schools have failed in great measure, if first of all and last of all, our boys and girls have not learned the principles of the "square deal" and the essential importance of moral integrity and moral earnestness in all that pertains to human life.

Are the schools doing all they should to develop character in our youth that will stand a little strain? Are we making as much of the moral element in one's education as we should?

When one regards the conditions of society today, he cannot escape the conviction that a tremendous responsibility rests upon the schools of America. The school is not a mere "social center." Senior classes do not exist solely for the sake of parties and dances. The end of graduation is not altogether a new gown, an armful of presents, a "commencement" speech, and six weeks of nervous prostration due to the strenuousness of the commencement season. We must get away from such conceptions, real or fancied, and come back to the idea that the school is a saving agency, both to the individual and to the state.

In the work of social regeneration the school must do its work—and it is no small task which rests upon it. To the relief of social conditions whether induced by ignorance, prodigality or criminality, the school must come as a saving agency. And as such we ask ourselves whether the schools are measuring up to what they should.

In the matter of purely intellectual work most of our schools are standard gauge. Our colleges very generally demand that the candidates from our high schools shall have successfully com-

pleted a four years' course. And for one I trust that there may be no letting down of the standard. Some colleges demand a certificate of moral character which means something, but one is sometimes tempted to think that these certificates are more of a test of the teacher's character than that of the student.

Are our schools getting the results they should from the pupils in the matter of moral development? Judging from what sometimes transpires within our student bodies, one is at first inclined to answer this in the negative. In one city the commencement exercises are interfered with by the senior class going on a strike. In another the race question perhaps threatens to disrupt things. In another a group of boys are arrested for violating the ordinances of the city. Vandalism is practiced. When the so-called class spirit is up any thing which presents itself is liable to be defaced. Posts, walks, doors—anything which happens to be in the way is liable to receive a "coat of many colors." Property is destroyed; individuals are imposed upon and more or less lawlessness prevails. Individuals, to shield themselves and others, will falsify, as if a little class spirit were a license to say and do whatever one pleases. It is granted that boys should have their fun; but to have a little fun it is not necessary to violate the law, and destroy property and terrorize the community. To have a little fun it is not necessary for boys to do those things which will bring them into the police court and give them a police record. And the sooner we all realize this, the better for our youth and for our communities. We must learn and remember that law is law; that property is precious, and that human rights are sacred.

Now among the elements of weakness which characterize this generation is the



assumption that law, civil, moral and natural, applies to every other person but not to me; that I can do those things which common sense and reason and morality forbid and escape the penalty. We are given to talking about this as a scientific age; we talk about the supremacy of law, and yet, as some one has observed, the wonder is that there is such utter disregard for law in moral and spiritual affairs. When young men are incapacitated for positions of trust and responsibility by any form of dissipation it is time for us to remember that Paul was right when he said: "Whatsoever a man soweth, that shall he also reap."

Perhaps the forms of weakness with which the average teacher is most familiar is not physical dissipation but some form of moral tendency which bodes no good to the individual. There is irreverence. Reverence is not a marked trait of the American mind. One is sometimes inclined to believe that irreverence is the one sin to which the American youth are particularly prone. That wholesome respect for our elders and our superiors which is pleasing to the normal mind is none too common. We have reached the age when the child is father to the man. How far this will go no one can say, but when parental authority, and respect for that authority declines to the vanishing point it is a sad day to our people and our civilization.

And closely coupled with irreverence is profanity. That young boy of my acquaintance in a city of fifteen or twenty thousand people practically indicted the whole high school when he said: "Mamma, what makes the boys in the high school swear so?" Come upon a group of high school boys—and it is not altogether restricted to the high school—and the chances are that one will hear profanity used with an ease that to say the least is unpleasant to hear.

And there is the tobacco evil; and a real evil it is too with the growing boy. Among certain questions which I recently submitted to the principals of ten high schools in towns whose population would vary from 8,000 to 60,000, was this: Approximately what percent of the boys in your high school use tobacco? Reports are in from nine of those schools, and the answers run from ten to thirty percent. with an average, so far as can be expressed in figures, between twenty and twenty-five percent. Our temperance societies, our text-books, our state legislatures all inveigh against the use of tobacco by the growing boy and yet, from the first year of the grades on through to the last year of the high school are boys with the tobacco habit, despite every effort to prevent its use.

And there are temperance billiard parlors and card parties and dances which do not materially aid the schools in developing a strong and stable character in our youth. Of course our schools must not set themselves against social recreation. The youth must have diversion. No one is foolish enough to demand that he become a confirmed Stoic. It is the abuse of privilege and recreation, the lack of balance and self-control, of which we complain.

Now these are a few of the conditions amidst which the schools today must render their service to our youth. There is moral weakness but for one I do not for a moment hold the schools responsible for all the moral irregularity prevalent today. There are four institutions which are concerned in the development of our youth. They are the home, the school, the church, and the state. No one of these can be held to do the work of all the rest. This is an age of delegated responsibility. We want to shift our responsibility to the other fellow. The home would delegate its work to the school, the school

to the church, and thus around the circle. But it needs to be said that if the average home did its full duty as faithfully and as intelligently as the average school, we should be the better for it and the work of both institutions would be made more effective.

There are some things which the schools can do and there are some which they simply cannot do for the youth. The school has the boy or girl six hours of the twenty-four and in that time they cannot counteract every evil influence the pupil may meet in the other eighteen hours. Two hours spent upon the streets at night, or at some popular loafing resort, or at some cheap theatre, or even at home where night after night the principal diversion is card playing or idle gossip is more than the average school can counteract in the few hours at its disposal.

Limited as the schools are in point of time, they will do well to insist upon a few cardinal virtues in the work and character of our youth. We must insist upon the importance of character—not by preachments and continual admonitions but as the very fiber of life. "Cease to do evil; learn to do good." It is difficult for the average youth to realize the supreme importance of character. To the youth under twenty the thing which seems to be worth while is some form of the spectacular. To win the first place in his algebra or Latin class is nothing compared to making a grand-stand finish in a two-twenty yard dash. By the time he reaches the age of twenty-five or thirty he comes to place a very different emphasis upon things. Possibly he comes to regard intellectual acumen as the thing of most worth. And to obtain a doctorate in some department of learning becomes the chief end of his ambition. But as other years come and he becomes more reflective he realizes that the thing of

supreme moment in human life is moral character.

The schools must inculcate certain cardinal virtues. We must insist upon truthfulness. It is well sometimes for us to remember that a lie is a lie, and that it is wrong to call a pure and unmitigated falsehood a case of perverted moral judgment due to environment. Environment is a great factor in your life but it is weakening if not positively dangerous to attribute to one's environment things which are nothing more nor less than deliberate acts of choice. The theory of environment is good, but when it relieves the individual of accountability for his own acts it becomes an element of weakness and of danger.

And then too we must develop a greater sense of responsibility in our youth. Here is a weakness of today. In many instances we do too much for the boy and girl and leave too little for them to do. Not long ago a probate judge in this state expressed to me the opinion that the young man of today is not so strong as he was a generation or more ago. And the reasons assigned were in substance these: our youth today have too much money to spend, and we are making things too easy for them. They lack a proper sense of responsibility. I am told that the Navahoe Indian boy of eight or ten years will assume the care of a flock of two hundred or five hundred sheep. One pony is sometimes too much for our youth of fifteen summers. Mahammed is attributed with saying that no great prophet ever arose in the history of the world who did not come up through the life of a shepherd. And in this he was right. The life of a shepherd means care and responsibility; and care and responsibility make men. Somehow or other we must get our boys and girls to realize that something depends upon them; that a part of the world's work is

theirs, and that after all life is worth while and sublime only as we do our part and bear our burdens and become a real factor in the activities of God and of man.

And our boys and girls must learn that no life is strong which does not have some moral imperative in it. We must teach them not to shy at the disagreeable things. I realize that in an age when men are insane for the easy dollar, when the air is full of get-rich-quick schemes, that it is difficult to imbibe much of the heroism of doing the difficult and hard things of life but there is hard work to do and men must have the courage to face it. And the man for whom the world is waiting today is not so much the one who sits behind his desk and electric fan, in collar and cuffs and polished shoes and presses a button and signs checks, but the man who can do things, one who can assume a responsibility and work hard in the discharge of that responsibility.

Easy conditions are the bane of many a youth. Eliminate the hard places from your life and mine and our characters assume the nature of a jelly-fish. It is still true that "we rise by the things that are under our feet." Someone has reminded us that what we need in this country is a new inoculation of Puritanism. We need to bring back the old word duty, he tells us, into the vocabulary of the home and the school and the state. We need to "get away from the silly notion" that we are to do only those things which are to our liking, and develop ourselves only along the line of least resistance. Our boys and girls, our men and women, need to learn that there are some things which we simply must do and there are other things which we simply must not do, and close the case right there. We must have certain convictions of

right and wrong conduct from which there is simply no appeal.

Now how to secure these ends is the difficult question. Our schools must insist upon truthfulness, thoroughness, wisdom of choice, ability to do the disagreeable thing, power of assertion and power of inhibition; reverence and an abiding sense of moral righteousness. These can be secured not by words alone, although genuine, common sense talks on ethics are in place, and we hardly make enough of this feature; but morals which go no further than to take form in words and fine phrases, do not very strongly influence life. A principle is never known till it becomes a part of ourselves. It must be put into action. To this end every recitation ought to have its ethical turn. Patience, fidelity, persistence are a part of every task.

Avoid "snap" courses. They lack purpose and unity, and they lack developing power. So far as possible, courses should be consecutive. Stimulate the pupil to think on ethical themes. Hypothetical cases can be used as material for discussion. We gain strength in mathematics by solving difficult problems, so may it be in ethics. The case system is successfully applied to the study of civil law, it might with similar success be applied to the study of moral law.

We should do well to make more of biography than is ordinarily done. In biography we study men. Here we find in the concrete the forces which entered into their careers and characters. The average boy will listen to the man who can do things. We should therefore render them a service by making use of men of local reputation in bringing them before the boy, that from such men the boy might learn something of the great laws of life.

But all that may be done to enlighten the youth on righteousness and duty

is in vain if in some way he does not imbibe the spirit of righteous action. There must be that "Force within which makes for righteousness." There must be a moral ideal and a vision of a better

life. And for the social millenium we wait in vain, until this sense of moral righteousness becomes the impelling motive in the heart of man.

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## THURSDAY, 9:00 A. M.

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### REPORT OF THE OHIO TEACHERS' READING CIRCLE.

J. J. BURNS, DEFIANCE.

It is known to all of you who entertain the Reading Circle among your many interests that last year at its spring meeting, the Board of Control chose a Business Manager whose function it is to "handle" the Circle books—to keep in store the books listed in both courses and supply the demands of readers throughout the State, the Board having selected the books, arranged with publishers the prices thereof which we must pay, and, with the Manager, the prices at which he must sell. The year's experience has led us to believe that we made no mistake in the plan, and surely none, in the man. The number of books bought by teachers was greater than the purchases of the preceding year by 60 per cent. Mr. Kershner has managed the department of books with a rare combination of zeal and discretion. He has entered upon his second year in your service.

Twenty-five years—a quarter of a century—ago, this organization of Ohio teachers held its annual session where no melodious "goslings" charmed our souls "with concourse of sweet" notes, but "Niagara (Nee-a-gar-a) stuns with thundering sound"—though Goldsmith was wrong both as to pronunciation and facts—and a section of the proceedings of that meeting was the begin-

ning of the Ohio Teachers' Reading Circle, and though art is said to be long and time—on the program—we know is fleeting, I think it not inopportune to cast a glancing look back at some facts which mark the latter half of that quarter just expiring—the years during which there has been published—printed, at least—an annual report. In the earlier days the secretary spoke from time to time through the O. E. M.

You that from summer to summer have kindly lent an ear to the O. T. R. C. story as told from this platform know that, like the Persians Xenophon tells of, we started in pursuit of the ten thousand. The line of our march ran sometimes up and sometimes down, but in the large measure, its "parasangs" climbed slowly higher—an *Anabasis* not a *Katabasis*,—and the Ten Thousand have been overtaken.

The following table will show the route.

#### O. T. R. C.

##### Enrollment.

1895.....	5,532
1896.....	5,797
1897.....	5,749
1898.....	6,363
1899.....	6,103
1900.....	6,765
1901.....	6,785
1902.....	7,368
1903.....	7,184
1904.....	7,578

1905.....	8,565
1906.....	8,594
1907.....	10,748

Lest in the hurry of reading it be omitted, let us here look at the enrollment of the

## O. P. R. C.

*Enrollment.*

1898.....	11,113
1899.....	15,424
1900.....	15,559
1901.....	16,654
1902.....	13,238
1903.....	14,840
1904.....	14,315
1905.....	10,644
1906.....	12,042
1907.....	18,088

Somebody said that words are deeds and the same may be asserted as to figures; especially if in this much abused age the figures stand for dollars and cents.

Hence I submit a table showing the outlay for the last thirteen several years. Also one giving the amounts retained by the local secretaries for stationery and postage.

		County Sec'y's Expenses.
1895.....	\$579.00+	\$106.21
1896.....	1,244.95+	175.88
1897.....	1,158.03+	214.87
1898.....	1,247.17+	267.34
1899.....	1,621.44+	262.77
1900.....	1,540.45+	336.48
1901.....	1,790.43+	360.64
1902.....	1,687.89+	380.02
1903.....	2,159.21+	299.95
1904.....	1,957.84+	339.37
1905.....	1,829.38+	368.02
1906.....	1,698.65+	326.44
1907.....	1,708.78+	352.66
	<u>\$20,223.22</u>	<u>\$3,780.65</u>

These seem like large sums of money, but remember that no man or woman

was ever asked for more than twenty-five cents in any year to furnish this treasury with the sinews of war,— enough to buy five “sodas” where that is the preferred fluid.

I have here a table showing by counties the number of diplomas issued but there is time for the announcing of only the aggregates: 4 yr., 5,438; 8 yr., 485; 12 yr., 101; 20 yr., 14; Total, 6,038.

Present condition of the Treasury:

Balance from 1905-06.....	\$1,650.18
Belated fees .....	39.78
Membership fees for 1906-07	2,334.34
	<hr/>
Total .....	\$4,024.25
Outlay for 1906-07.....	1,708.78
	<hr/>

Balance, June 14, 1907..... \$2,315.47

It is proper to remind you that the Secretary's salary is not paid till after the meeting of the Board of Control and that the real balance at this date is \$1,315.47.

The Course of Reading for this twenty-five year, 1907-8 is:

I. Pedagogy: Keith's Elementary Education.

II. Literature: Page's Chief American Poets.

III. History: Parkman's La Salle and the Discovery of the Great West.

In the Pupil's Course a few changes are possible and it is not printed here. It will be found in the bulletin soon to be ready for distribution.

This year some counties swung into the line of march which before were virtually or absolutely, so far as the O. T. R. C. is concerned, at a halt:

	1905-06.	1906-07.
Clinton, 00 .....	108	
Columbiana, 2 .....	125	
Highland (Hillsboro), 0..	28	
Hocking, 2 .....	50	

Counties with fewer than 10 members:

Ashtabula .....	00
Coshocton .....	7
Guernsey .....	00
Hancock .....	1
Lorain .....	6
Noble .....	00
	<hr/>
	14

Counties with Marked Increase.

Brown, 48 to 114.  
 Clark, 18 to 151.  
 Crawford, 81 to 160.  
 Cuyahoga, 56 to 116.  
 Darke, 74 to 137.  
 Defiance, 36 to 103.  
 Fairfield, 62 to 167.  
 (Columbus), 108 to 186.  
 Marion, 32 to 108.  
 Seneca, 82 to 272.  
 Stark, 84 to 207.  
 Tuscarawas, 84 to 198.  
 Washington, 185 to 241.  
 Wood, 43 to 113.  
 A gain of 1,250.

There is an increased care on the part of institutes in regard to seconding the efforts of the Board, by appointing a County Secretary early in the session, Tuesday, being the best day.

In most counties they secure a competent person to take charge, and then, at least do not stand in his road. In many, the County Examiners, or one of them, are the Secretary. But in these officials as in the plain people, "there is odds in deacons." Among the woman secretaries there is a range from this to this.

"I do not think there had been a Circle in Blank county for some years. I have been teaching this year in another county but had my Circle started before I came away. I did the very best I could and it was at first no easy task. I have enjoyed the books very much." Her report contained nearly one hundred names.

Now "this." The writer was appointed Secretary the last day of the institute and the result was what was expected. This decision was handed down in October. "There has been, as you know, no Circle in Blank county for several years, so it would be difficult to start or revive it up again any more this year."

One Secretary writes: "My ambition is to enroll every teacher in the county; to have an organization in every township, village and city." And it was done. Another laments his failure and lets out a part, at least, of the secret of it. "When the most influential teachers in the county use their influence against the work it is impossible to make a good report."

The issuing of diplomas and certificates is the branch of our work that demands more time and labor than any other. Certificates are sent to the county secretaries for distribution to the members. A "member" is a person who has paid the fee and done the reading. That the secretary has usually no clear vision into the second requirement needs no affirmation. In the great majority of cases he has no opportunity to learn whether the reading be done and if it has, what was the manner of it.

The plan by which for years I have attempted to bring it to pass that only those who have earned them should receive diplomas has been several times discussed in my annual report.

It works fairly well but might be improved.

In order to make valid his claim to a diploma the reader signs a paper, after filling its blank spaces, which then says that the signer has faithfully read the Course for four or some multiple of four years, and has annually paid the slight membership fee. There are scores who are altogether willing to have their names sent in, thus indirectly

affirming the above statements, but who will not say them in cold ink.

At its meeting last March, the Board of Control having reached the conclusion that the annual expenses of the Corresponding Secretary's department, amounting, as we have seen to \$1,555.00 on an average yearly, could be met, along with the cost of the Business Manager's department, including his salary of \$1,200.00 by a reasonable profit on the sale of books by the Business Manager, abolished the membership fee. The payment of this fee has been one of the marks whereby a person was known as a member. Its abrogation calls for a substitute of some fashion, and the plan for the present year is this: the prospective member signs a membership card of which this is a copy:

"In return for the privileges of membership in the O. T. R. C. for the current year, I promise to make a careful study of Keith's Elementary Education, Page's Chief American Poets, and Parkman's La Salle and the Discovery of the Great West. In this study I further promise to associate myself with a local Circle, or if there is no local Circle, to send my name and address before December 1, 1907 to Dr. J. J. Burns, Corresponding Secretary, O. T. R. C., Defiance, Ohio.

Signed \_\_\_\_\_

Before receiving a diploma the member is to sign a statement that he has for four years, or some multiple of four years redeemed the annual pledge.

The method that is now supplanted put into the county secretary's hand a little sum from which he could pay for needed stationery and postage. This source of supply being now stopped we shall doff our official cap and ask the county institutes whether they will not, when they choose an O. T. R. C. Secretary, appropriate to his use the small sum needed for the purpose stated.

Were the time at my disposal, it would give me pleasure to speak of what is due in the unminted coin of appreciation to the large number of county secretaries who have labored for the good of the cause, and I would not forget the local secretaries who in some of the larger cities have given to it time and self-denying effort.

But like those of the grown-up pupils of Venable's "A Teacher's Dream," "Their Names," said he, "are in my record book," *id est*, the annual bulletin; and when its leaves of healing float down the August breeze to every institute, will you not linger along the columns of names and figures?

They do not tell the whole story of effort and result, but they stand for facts, for "chiels that winna ding and canna be disputit."

## DISCUSSION.

HON. E. A. JONES.

The Board of Control asked me yesterday to take just a moment of your time with reference to this subject. I want to remind you that this is the 25th anniversary of the Reading Circle. It was my pleasure to be present when the first report was made to this Association, and I have been deeply interested in this work ever since, realizing its great value to the teachers of Ohio, and especially to the younger teachers, many of whom have had no opportunities beyond a high school education and possibly not that. I think we are all agreed with reference to the value of the work. We want to increase the efficiency of the teachers and this is certainly one of the means. You will notice in the report that in some counties they have no organization and no members. In my last report I stated that there were seven counties that made no report. I wrote the names of those counties and I was going to send

it out in the report, but afterwards I drew a line through the names and simply said that seven counties had no interest in the Reading Circle. Why is this? Where you find a county sending a report of several hundred members you will find the leading educators are using their influence in its favor. They are taking up the work themselves and interesting themselves and their teachers in this splendid work. If you are not interested in it yourself, let me plead with you to interest yourself for the sake of the teachers in your section of the state. They look to you as their models and follow your example. The great purpose of the Reading Circle is to get our teachers on a higher plane, to get them to read books and to read the best books. Not only this but to get teachers to read these books thoughtfully and carefully. There can be no doubt that such a course of reading will benefit every teacher. Let us hope that next year will show the largest membership we have ever had, not merely for the purpose of being enrolled but for the purpose of reading these books thoughtfully and carefully. I need not say any more to you who are present here this morning and in conclusion I want to give you a quotation from Alexander Smith.

"Better than gold is a thinking mind  
That in the realms of thought and books  
can find

A treasure surpassing Australian ore  
And live with the great and good of  
yore."

#### DEBATE.

#### THE OVERLOADED CURRICULUM OF THE PUBLIC SCHOOLS.

##### *Affirm:*

P. C. Zemer,  
C. W. Cookson,  
H. C. Minnich.

##### *Deny:*

J. E. Collins,  
H. A. Redfield,  
H. V. Hotchkiss.

J. E. COLLINS, FREMONT.

*Mr. President and Members of the Association:*

In the dome of the library building at Washington — is a symbolism of the nations and epochs which have contributed to the progress of civilization. This figure well illustrates the composite character of our social and educational institutions. As Ulysses was a part of all that he had met so is modern life the product of all the nations that have contributed to the world's history. *Society* — is therefore very *complex* and there seems to be cause — at present for a return to the *simpler life*. Social and educational institutions are always in close relationship. While it would seem to be the function of education — to establish social standards the *reverse* has been operative in recent years. Schools and colleges alike have too often compromised with society in its mad race for place and preferment, and our courses of study have become as complex, inclusive and untenable as our commercial and social life. As a result — the curriculum of our public schools is lacking in organization and *symmetry* and is too comprehensive to admit of thoroughness.

There are two social groups largely responsible for this overloaded condition of the course of study — the ultra-conservative and the faddist. Among the first — are those who insist that that school is all wrong — which does not present all the subjects and topics taught when *they* were in school. The faddist — sees in his favorite subject the realization of his fondest educational dreams and possesses the enthusiasm to arouse a large following. The present scientific tendency also is toward analysis, minutiae and multiplied details.

The colleges — are by no means the *least offenders* in this matter. Their courses have become so compendious as



to include the sum of human knowledge and they have decreed—that the public schools shall cram the children with the husks of the things that were. They have set up standards for the public schools so *comprehensive* as to *preclude thoroughness*. As a result these same colleges to-day bemoan the lack of preparation in the high school; the high school passes the lament down to the teacher of the grammar school and she recalls an utter neglect of the fundamentals in the primary grades. Whether the criticism is *just* or not, the fact yet remains that the increased number and variety of studies with multiplied topics under each precludes the proper exercise of thought and reflection. From these and other causes our courses of study have become seriously overloaded with facts which no longer bear direct relation to either the cultural, practical or developmental phases of life.

The solution of the difficulty is not in a return to the *past*. The three R's of fifty years ago would be as inadequate in education to-day as would the sickle and flail in handling the thousand-acre wheat fields of the northwest. We should retain the *best* that the past has to give, but in the selection we should be governed and controlled by the present and prospective needs of society. We should be equally ready to incorporate into our educational system any new subject which better qualifies the student to meet the complex requirements of every day life.

The overloaded condition of our course of study does not imply that the youth of our schools are correspondingly overworked, for the truth is that the *reverse* obtains in most schools to-day. Quality has been sacrificed for quantity. With this extension of subjects and multiplicity of details has come a lower standard of scholarship and a willingness to do for the child what he was

formerly required to do for himself. As Payson Smith says: "We are constantly trying to devise methods by the use of which children shall be merely the passive agents, accepting, without reciprocating effort even, what the teacher and the book can get into their heads. Where education once meant labor, exertion, and self-sacrifice, it now means often, merely getting into a wagon, being comfortably tucked in, being hauled to school, being placed tenderly in an adjustable seat, being given a free text book, free paper and a free pencil, and being interested and entertained into knowing something through such educational vaudeville as the teacher may be able to carry on. The process begins in the kindergarten and continues until graduation from the high school, so that the modern child counts that day lost which sees not some new game, amusement, or device, or athletic event, or dance, or fraternity gathering, to keep alive his interest in his school and his education." Had Mr. Smith spoken for Boston and New York, he might have added, a free dentist, a free oculist, free doctor, predigested food and a trained nurse.

Many children,—it is true—have inherited weak constitutions—or acquired tendencies toward nervousness—through neglect and the excesses of present day society and are therefore incapacitated for proper educational work. This however is a problem of the *home* rather than of the *school* even if it is *not* always so assumed. Under favorable physical and social conditions I do not believe there is, as a rule, just cause for complaint, so long as the present low standard of scholarship prevails.

A generation ago the usual subjects of education were the three R's, spelling, geography, some grammar and history. To these have been added physiology, nature study, literature, music, drawing,

manual training, domestic science, domestic art and agriculture and the number of subjects has been more than doubled. There are some who claim that elimination by topics has kept pace with the addition of subjects. The facts do not justify this assertion. A comparison of books shows that the modern text-book in every subject is larger than that formerly in use. Through convention and tradition we have retained the topics of its predecessor and at the same time have made additions to meet the demands of modern society, so that the text-books of today contain a far greater number of topics than those in use a generation ago. With this accumulation of subject matter has come the tendency to do for the child what he was formerly required to do for himself. As a result the modern text-book has under each topic a greater number of details, so that interest may be aroused, *vivid* and *illuminating pictures* thrown upon the child's imagination and the *thought* process is made largely ineffective.

It is true that a few schools have eliminated *more* than the above would suggest. This number, however, is entirely too small to constitute, even in part, a basis for this discussion. There is no better guide as to what is taught in our schools than the text-books used, for it can not be denied that, as a rule, subjects are taught as presented in the texts. Admitting this is not the best teaching, it is, nevertheless, the prevailing custom in our schools to-day. A few publishers, by way of experiment, have ventured to present to the educational public an occasional text-book with eliminations; and an occasional *superintendent* has overcome the Chinese tendencies of our schools to such an extent as to place this book on trial in the schools over which he presides. There is also an occasional superintendent who, retaining the antiquated

text, actually strikes from it topics which he deems superfluous at the present time. But the practice has not become general, else the publishers would spare us the pains of doing it for ourselves.

The preparation of the examination questions by our State Commissioner, (in recent years), has a tendency toward the elimination of some of these topics, since the teacher feels a greater safety in their omission, with an assurance, from observation, that these subjects will form no part of her own examination. Thanks to the new code and the wisdom of the man in office. Because of their larger wisdom, supposed or otherwise, the *superintendents and teachers* are the chief offenders in this matter of an overloaded curriculum. By concerted action upon their part the public school will come into an acceptance of a more rational body of subject matter and the publishers will respond speedily with text-books to meet the demand. At present our friends, the book men, measure and record the barometric pressure of the educational public as shown by the volumetric text-books coming to our school in response to our own demands.

The growing complexity of society demands that children shall have knowledge of *many* things and our school course must grow in respect to *practical necessity*; but these accretions should not come at the expense of mastery of essentials. We read now and then of a comparison of present-day manuscripts with those of twenty-five or fifty years ago, as based upon the same examination, and, "as a rule, the results are given if they are favorable to the present. Such a comparison was made of spelling and arithmetic in Springfield, Massachusetts a year ago and the result was proclaimed throughout the land in defense of the quality of work done to-day. In reply to my

inquiry relative to the overloaded condition of the American public schools Dr. Wilbur F. Gordy, present superintendent of the Springfield schools has this to say: "My feeling is that the elementary and high school courses of study are both overloaded, but it is in the direction of the number of topics and facts included in each study rather than in the number of branches taught. I am convinced that this is true of all our studies, but it is especially true (in the elementary schools) of Geography, History and Arithmetic. The topics that could wisely be taught fifty years ago, when life was more simple and therefore school was more simple, have no place in the school to-day, which is more complex because life is more complex. We are attempting to teach so much that we are failing to teach with thoroughness and effectiveness the subject matter that we present to pupils. Much time is wasted by teaching needless details that are confusing to the pupil. They do not help him to understand the subject matter any better, but they prevent him from getting at the vital results that he should get, not only from the standpoint of the facts to be learned, but from the discipline to be gained from the acquisition of the facts. The greatest need of the school to-day is the simplifying of the courses of study through the elimination of needless and almost meaningless subject matter. This means that the emphasis should be laid, both in the high school and in the elementary school, upon the quality, rather than the quantity of work."

Wishing to learn the prevailing opinions relative to the present curriculum I sent the following questions to representative school men in various parts of the country:

Is the course of study of our public schools overloaded? If so, in what particulars?

If you find elimination necessary, should it be—by subjects or topics?

Permission was given to use this data before the Association. Of the seventeen replying, two expressed the belief that the course is not overloaded, but is necessarily extensive to meet the demands of complex society. One replied that the problem is wholly one of organization and effective teaching and not of elimination. The remaining fourteen are emphatically of the opinion that the present course is overloaded and that elimination is necessary.

Permit me to quote from a few of these. From the extreme west, Superintendent E. C. Moore of the Los Angeles school writes:

"My position in the matter of the course of study is that it is overloaded with traditional matter which is useless at the present time.

From the letter of Supt. L. D. Harvey of the well known Stout Training Schools at Menomonie, Wisconsin I quote as follows:

"I should say that our elementary school courses are overcrowded and not wisely loaded, and that in many high schools the same conditions obtain. My judgment is that elimination should be largely by topics.

Dr. Frank McMurray of Teachers' College, New York, whose pronouncements upon this subject have done much to arouse the school public, replies:

"I strongly believe that our elementary and high school courses are greatly overloaded."

The testimony of these men and others, from widely separate parts of the country only give added utterance to the growing conviction that there is nothing about the American public school that so much needs reformation as their overloaded courses of study.

P. C. ZEMER, NAPOLEON.

The reformer has done his work, the teaching force is catching the spirit, in a way the masses are searching for better educational conditions and are tripping off the filtered sayings of Pestalozzi, Froebel, Horace Mann and Col. Parker.

What has been the effect of this great movement, or these movements upon the present course of study? Is it normally developed or is it abnormally developed? Is the course efficiently loaded for the years of development of our children, or is it overloaded?

Let us look at the growth of the school curriculum in the light of its purpose—a proper guide to a complete natural unfolding of all the powers of the child to meet all the individual conditions of life. Let us look at the curriculum in the light of the vision of what the child is to be.

Van Dyke says that unless a man has a ruling passion he is not worth writing about.

The course of study is not only a guide for the education of our children in a mass but also a guide for the more essential unfolding of the individual. To borrow an illustration, our army represents uniformity in its peculiar education. We clothe the soldiers alike, we feed them alike and under the simple inspiration of fife and drum they move forward alike. Not so—do we desire it in our public schools. Certainly we must have classes and certainly there will be some uniform drill in mastering the fundamentals and becoming familiar with the use of the tools of education; but our methods must soon differentiate. There are individuals to educate and ruling passions to discover. It must be so. Our civilization is growing to be more and more complex and to meet these very conditions there is a demand for diversity in education. The course of study must give that which meets

the conditions of this complex civilization.

So we all admit that the course grows and we certainly predict that it will continue to grow. But what has been added? Why have the additions been made? Will we violate Milton's simple observation?—The speed of the horsemen must be limited to the power of horse; or in other words will we recognize the fact that the rate of forward movement is prescribed by the boys' and girls' own powers!

These are vital questions to the school world. People are questioning the kind of growth in the course of study.

One needs study the curriculum but a short time until he has discovered that it has had both a natural unavoidable growth and an abnormal elective growth.

Progress was spoken into creation and it has been whispered down through the ages order must come out of chaos and progress must be the watchword. The great movement was forward long before man could turn back upon his intelligence and by it lift himself to a higher plane. This same mighty force, this inevitable law moves in all that has to do with man's advancement and so the course of study must grow. Upon all this we all put the seal of approval.

But there is the other abnormal elective growth. Do we, can we approve it? Leaders in educational matters not perfect at best from various motives which we will discuss later make additions to the course, and progress in the school world is accelerated or retarded as man has met the conditions of the inevitable law of growth. Weak indeed would be the school system that did not hold in view the great field of knowledge into which we desire to introduce our boys and girls "but we shall surely fail," says one of our excellent lady writers, "if we dictate too much the order of her entering. That is nature's share of the scheme." It is she

who gives them their makeup; their temperment and the trend of their longings.

The subject matter of this elective growth is a feeder to the inevitable or natural growth and that which is food for the higher law is assimilated and becomes an organic part; but that which is not food in time must be thrown off.

#### OLD TIME COURSE.

Let us review briefly the history of the course.

Dr. Boone says "Though Stuyvestant wrote in 1642 nothing is of greater importance than the rights of early instruction of youth, no care seems to have been shown for more than the rudiments including besides reading, writing, and arithmetic, the doctrine of the church; and John Winthrop, writing in 1645 said, "an usher was paid thirty (30) pounds and a part of his duties was to teach to read, write, and cipher. In 1840 Mr. Cheeves established a higher grade school called a grammar school in which besides the common branches were found Latin, Rhetoric, Grammar, etc., corresponding nearly to the modern high school but with relatively more of the classics; but with the exception of Mr. Cheeves school instruction was chiefly elementary comprising only reading and ciphering.

The school course remained much the same during the first century with no text books save the Bible and catechism.

Following the Revolution came the use of text-books. Reading differentiated from spelling.

In 1783 Webster planned his Grammatical Institute of the English language, comprising, as the author says an easy, concise and systematic method of education designed for the use of English schools of America.

It was to be in three parts—a speller, a grammar and a reader. The third part appeared in 1785 and was very

comprehensive giving evidence of a decided increase in subject matter if not of an addition of distinct branches.

The scope of this publication is indicated by its title: An American Selection of Lessons in Reading and Speaking; calculated to improve the mind and refine the taste of youth and also to instruct them in the Geography, History, and Politics of the U. S., to which are prefixed Rules in Elocution and directions for giving expressions to the principal passions of the mind. So we have the identical introduction of Geography, History and Civics and even Elocution. In 1784 Judekiah Morse introduced his universal geography and this subject then forms a distinct new branch.

I give this much history to show that up to the close of the eighteenth century new branches were introduced very slowly. And of these branches Dr. John McGregory in a paper before the Department of Superintendents in 1882 "On some fundamentals concerning the course of study says that only reading, and orthography had a legitimate entrance; that Arithmetic, Grammar and Geography went into the course on commercial consideration rather than on a pedagogical basis. That enterprising publishers introduced them. If Dr. McGregory was right and I don't see that thought challenged in the discussion that followed his paper then three studies are already abnormally admitted and must be put to the test of the higher or inevitable law of human growth and parts or wholes of the branches must remain in the course or in time be dropped as they meet the test. But they came into the course and from time to time under the alluring idea of so-called thoroughness more subject matter has been added until today in many branches we have veritable encyclopedias and these for our children. Much mischief has been done under this hue and cry "be thorough in your work." Teachers

have admonished one another to be thorough and institute lecturers have urged it so persistently that the masses believed that thoroughness could become absolute on this earth. Thoroughness in education and knowledge is only a relative term.

The knowledge possessed by a child of 5 years would be very superficial for a child of 10 and we have demanded of our boys and girls in the grades and in the High School what 50 per cent. of the teachers have failed to acquire—a comprehensive knowledge of these branches as indicated by the teacher's test which is almost wholly taken from the books in use.

It is not thoroughness in the sense of completeness that we want, says an eminent educator but it is clearness that we desire. Give pupils only that which they can see clearly. The addition thus made would pass the Dr. McMurtry's ability test for introduction of new branches and new subject matter in branches already in the curriculum.

Besides the increase of subject matter under pressure of thoroughness, we have a more abundant increase in new branches under the inspiring ideal of an all round developed man; one with all his faculties awakened, unfolding and if it were to stop here we would put upon this feature of a larger curriculum our hearty approval but the new branches also were rushed on to completeness under the older cry of thoroughness.

Some of us remember when History and Psychology were introduced and Civics and the effect of alcohol and narcotics. Study two or three texts of the earlier period of U. S. History and Physiology and compare them with two or three of the popular ones of the present.

Need I tell you that there is a third more material in the later books, and that the later ones demand a philosophical or scientific insight to be prop-

erly understood, and we must remember too that the modern books in these subjects are now to be completed in the eighth grade in rural, village and city schools, whereas the use of the earlier books has mostly in the village high school and in the *rural schools* as they were *then unorganized* and where the use of these books was by pupils fifteen to twenty years of age when the reasoning faculties were more fully developed.

The growth of the course was gradual but the results in *power* were not satisfactory. Something was lacking and some leaders said that pupils were not observing, thinking or growing as they should. That they did not see the real life around them, that they were not getting enough from the printed page because they did not take enough real experience to the printed page to interpret it nor could not, thus they were mechanical and were not growing as more observing educators desired they should.

Then it was that the flood of enrichment came. Nature study, stories from child life, stories from a larger life, biography, literature, supplementary readers, elementary science, manual training, sewing, cooking, laboratory work commenced.

Why did this flood of enrichment come? If it did not seem presumptuous I would say that this was only a part of the third great revolution in the educational world. People were becoming iconoclastic. The old formal ideals must be broken up and we have enrichment, eliminations and the elective system in education.

For years there had been a seeker after something which we found not to our full satisfaction in the optionally accumulating curriculum, in grade schools, high schools, colleges and universities. However much might be added in a mechanical way, this did not result in an education that satisfied the heart

warmed intellectual man nor the intellectually guided physical man.

Finally the inevitable law of human growth asserted itself and there is a demand for more wholesome educational food. The great enrichment follows. Through the influence of superintendents, teachers, boards of education, publishing houses, newspapers, and citizens the additions to the course of study were increased legitimately and illegitimately measured according to the pedagogical laws. But this great enrichment is not all. The great awakening not only demands and secures an enrichment but at the same time it naturally demands elimination of the too solid matter that has crept into the curriculum and cannot be digested and assimilated and indeed if much of it could be, the educational value received is too little to justify for time and energy put into it.

While we believe with Spencer in the inherited power of a child—that the child of today has an insight into things that the one of centuries earlier birth has not; yet at the same time we must believe that the increased subject matter has been out of just ratio with power of insight and the average child is thus overloaded. This is our quarrel with the present curriculum. Time will not permit a proper discussion of enrichment which affects grades, high schools, colleges and universities nor the elective system which is an attempt to obviate the difficulties of the overloaded conditions in the high schools, colleges and universities, but let us come a little closer to the subject of elimination in the grades and in the high school. The curriculum has increased in two ways, as we have said, first in more difficult subject matter and second in new branches.

Arithmetic has so grown by the addition of new subjects and more difficult subject matter that to master it the child

must have passed the normal age limit of the grades. On this basis many of the more difficult problems should be omitted from longitude and time, G. C. D., L. C. M., complex and compound fractions, compound proportion, percentage, true discount and profit and loss, brokerage; all should be omitted from equation of payments and most all from partial payments.

This may seem to some an excessive elimination yet we believe that experience justifies it. More than this, on the basis of social custom Dr. McMur-ray would eliminate not only parts of subjects but whole subjects where we would drop out part and to those named he would add apothecaries' weight, troy weight, the furlong in lineal measure, the root in square measure, the dram and the quarter in avoirdupois weight, the surveyors' table, table for folding paper, all problems in reduction ascending and descending involving more than two steps. All common fractions except those of a very low denomination and customary in business, partnership, cube root.

In the subject of geography we would not make the charge that there is much that children cannot understand, but in this subject too we have rushed on to completeness under the stress of the cry of thoroughness. The charge must be admitted as some of the textbooks are named "Complete Geographies" and the name is hardly a misnomer. Why not follow more closely the German and French method in this, and study our country quite well and Europe fairly well and attempt very little with the remainder of this big world in geographical study? This is not intended to exclude geographical readers which would make a better presentation of the rest of the world not to be studied well.

While we have a completeness in the geography as far as grand divisions,

countries, states and subjects are considered yet this very completeness necessitates a too hurried handling of the different subjects. It is too encyclopedical and thus not pedagogical for textbook work.

Most schools put two years, 7th and 8th, on the subject of English grammar, and must do so with the average text to complete the subject with an attempt at thoroughness even using the McMurry's department of thoroughness, details omitted. Pupils of the eighth year cannot master distinctions in infinitives, participle, verbal nouns nor make many of the distinctions between the indicative or subjunctive mode. Experienced all will admit this. Why not eliminate these parts and meet the conditions of the higher law?

Time will not permit a discussion of each subject but before passing from the grades let us say that nature study possibly has been the most abnormally developed subject here. Coming as it did largely to enrich the rest of the course everything from the simplest observation in nature to the most profound thought in science soon found its way to pedagogical hash hopper and became nature study in which the chief elements are taken from books. Time is consumed and very little of the desired awakening of the child follows much of this book work. Seeing nature and experiencing and awakening are the desirable things. Let us take our children to nature and let them see nature and let them see the flowers where they grow, enjoy the birds in fields and forest and follow the winding dancing brook. Sit down and examine some of these nature study texts in the hands of teachers. You will discover that many of them have altogether too much technical matter for children and by so much at least are the children over-

led.

know that most courses read well

in nature study, but we must remember that the real course in this more than in other branches is the unwritten course, the one the teacher is making out of the written course with her experience or lack of experience as the case may be. The subject is yet new and the teacher puts into it what appeals to her. While most teachers complain about the overburdened conditions yet they are responsible for much of the accumulating mass. There is hope however. The great awakening is bringing about eliminations. Our schools are doing unmeasured good. These trained teachers and others who have caught the spirit of a higher law are discriminating in judgment and eliminations are being made.

#### BRIEFLY FOR THE HIGH SCHOOLS.

Under the new awakening the utilitarian has been doing his work in the high school and the sciences are accumulating in book and laboratory fields. The aesthetic has not been idle and we have a rich inflow of the classics and the study of art. Publishers have had their ears to the ground and have heard the cry for more thoroughness and we have long lists of too difficult problems in algebra, geometry and physics.

In algebra why not omit the subject of progressions, logarithms, exponential and logarithmic series, yes and variation if not the whole subject of ratio and proportion together with some of the more difficult problems in the preceding subjects? The average pupil, yes the best pupils using the average text have enough to do and what is better have all they need to do in what would remain of the text. Dr. McMurray's Utility test will include all of algebra except such simple use of the equation as is directly helpful in arithmetic.

Just recently I had a talk with a gentleman, once a teacher of mathematics, now directly connected with one of our



strong publishing houses, and he said to me that most high school text-books in mathematics were too difficult and that they had just revised and simplified one of theirs in algebra on his suggestion offered from his teaching experience, together with the experience he gathered from keeping in touch with teachers now at work. This is commendable and I have no doubt will be the future tendency.

Our time is up and we close hoping that if we have not said enough to convince you of the overloaded condition of our course of study, that we have said the thing that will put you to thinking upon this all important subject. In your thinking there is hope for the more complete emancipation of the boys and girls of our country from the slaving grind of an overcrowded curriculum.

H. A. REDFIELD, NOTTINGHAM.

During the last 30 years we have introduced into the public schools the elements of many branches of learning. In place of the three R's, we find in the course of study from 15 to 20 specified subjects. To the former curricula have been added, in response to public demand, civics, elementary algebra, a broadening of the work in English, nature study, physical training, drawing, vocal music, manual training and domestic science. This addition looks quite formidable but it should be remembered that, while none of the older things of value have been left out, the essentials have received greater attention because non-essentials, which have tended to weaken the intellect and stupefy the child, are passed over very lightly.

Much time and energy are saved to the pupils of the present by the omission of some parts of the arithmetic, geography, and history which are not demanded by present conditions. In

arithmetic numerous cases are now commonly left out, notably bank discount, compound interest, the progressions and others; and in several cases, such for example as partial payments and denominate numbers, the longer and more perplexing problems are now usually omitted or not positively required. This curtailment of work is justified on the ground that it has not now a practical application to life's duties, and that its culture value is obtained from algebra and geometry. Thus the long and tedious course in arithmetic is relieved with no real loss. From the old time course in geography with its taxing list of facts and names of mountains, rivers, and cities, especially in foreign countries, liberal omissions are now common. There is also great saving here by use of late improved methods, one of the most marked being the representation of statistical information by tinted maps and by colored discs and charts, calculated to give a vivid, instantaneous impression which formerly required much reading and reflection to fix in the memory. The present course in U. S. History contributes largely to the relief of putting much of its information in form of easy reference. The burden of the memory is lightened by omitting hundreds of unimportant dates and by leaving out all lengthy descriptions of battles, except a few of the most important. The arrangement of the salient facts of each period of our history with some great hero or patriot as the center has also been a potent means of arousing the pupil's interest and holding his attention. Children are naturally hero worshipers and this feature gives to the whole body of historic facts something of the enchantment possessed by the heroic central figure.

Much time and energy are saved to the pupil by present methods in the teaching of reading. We state the gain made in reading in very moderate terms,

we believe, when we say there has been a gain of a year or more to the child within the last 15 or 20 years. Children 9 years of age now read as well as children of 10 or 11, twenty years ago. Since most of the branches are gotten by reading it is easy to see of what importance even this one gain is in estimating the value of the improved course of study.

Much time has also been saved through correlation. And when we speak of correlation we do not mean the basing of school curricula upon artificial and fanciful relations, but rather that wise correlation in the subjects of the course which recognizes the natural relations existing among the various departments of human activity and a presentation of these facts to the child in such a way that all his knowledge shall stand clearly in his mind in its true relations to the whole and to each of the parts. This of course means that the teachers must be trained in the knowledge of this principle. They must be filled with a sense of the importance of correlation. It must become subjective in them. They must possess a better education and a broader training, that they may have a larger view of the truth. By means of correlation and concentration the artist teacher, trained up to date, has better command of herself and her time than in former years. She is able to accomplish her work and assignment earlier in the year. I quote from the words of a teacher of some years of successful experience. "I have found it necessary to change all my methods of work. We now have many reading books where formerly we had but one. As new subjects have, from time to time, been added to the course it has been necessary for me to learn to teach them. And so during these latter years I have become a student again. I must keep myself well informed if I would preserve my own enthusiasm and

keep up the interest of the children. I find that I enjoy my school work better and that I have improved in health. I am also surprised to find that I have more time at my command than formerly. It is true that I have more subjects to care for in the new course of study than in the old one, but I finish my assignment earlier in the year, and I believe that I do it more thoroughly. My pupils certainly read much better than they used to, and I think they write as well and spell as well. The work in arithmetic is more satisfactory to my superintendent and to myself. I am sure that the range of information of the children is definitely increased. This change has come about so gradually that I am afraid I should find it difficult to describe it; still I know that I have more freedom in school, that the pupils are not crowded and that a child seldom fails of promotion." The experience of this lady strongly emphasizes the fact that what is needed above everything else is the broadening in the training of the teacher. If every public school could be supplied with a corps of highly efficient teachers there would be no complaint of an overcrowded curriculum.

Notwithstanding these evidences there are those who bemoan the tendency of the modern course and long for the return of the good old times. But from whom does the alliterative slogan of frills, feathers, fads, and fancies come? As a rule we believe it is from those who have not had any professional training that would stamp them as competent judges of what should make up the curricula of the public school. Furthermore this cry is often raised before any investigation of actual conditions and results is made. I have often wondered what the great mass of business men would say if a commission of school men should formulate a set of questions of such character that the answers, of

whatever nature, could not help from proving certain desired contentions. and having sent out these lists for the clerks of the various business establishments to answer, from the data thus obtained should reach the conclusion that horrible conditions and glaring defects existed in the methods employed by the management. That too much was being attempted, therefore the net result was not as great as formerly. That the great establishments, such for instance as Marshall Field's, ought to go back to the basis on which they were operated 30 years ago. That the actual defect found in some enterprise was conclusive that such defect would be found throughout the entire business world. I am inclined to think that either would ignore such an outbreak entirely or else inform the public that it was nothing but the vaporings of a set of theorists who knew actually nothing about business or business conditions. And yet these interests often feel entirely competent to determine what branches should make up the course of study and may not be adverse to marking out the *modus operandi* of the same. Do not understand that I am advocating any ignoring of the rightful claims which the business world has upon us. We should see to it that the product of our schools can reasonably meet the demands which will be made upon them as they go out from us to enter the great field of business enterprises. What I desire to emphasize is, that admitting this claim and making honest effort to meet it, nevertheless the training of the school should be for the broadest and most complete life. Therefore a grand profession, such as ours, need not beat a retreat, because of these attacks, and hasten to materially modify a course of study whose general features embody the best thought and experience of the most profound scholars and the ablest school men and women of the

past half-century. Of course no course of study can be made that will meet the requirements of every school. There are local conditions to consider and it is the part of wisdom to shape the course to suit these conditions. A course of study that is admirably adapted to one community might be overloaded if identically adopted in another place. But we submit that even then the best way to relieve the situation might be first, to throw over the superintendent and next the inefficient teachers, rather than to throw out some of the studies of the curriculum.

We have heard the frequent charge of a certain magazine editor that the demands of the modern course is ruining the health of the pupils. Ill health of pupils has ever menaced all school work, and it seems to me there is not a sufficiency of evidence upon which to base the claim that it is caused by the enriched curriculum, nor that it is relatively on the increase. Has the critic compared our modern home with its exemption from child responsibility to that of our fathers' where each had his daily round of duty? Has he estimated how much sapping of vitality there is in the frequent evening parties or the meetings of the giddy fraternities? Would it not be nearer the truth to affirm that the social demands, with which all are too familiar to need any elaboration, are the principal causes of the pupils' ill health? The responsibility for these conditions in our social life can not be charged to the modern course of study.

Comparison of the work of pupils in the schools of to-day with that of pupils in corresponding grades of the schools of 30, 50, or 60 years ago has resulted as those who are familiar with public school work might have expected. Wherever such comparisons have been reduced to definite figures the results have been decidedly in favor of modern

curricula. Principal J. E. McGilvrey, of the Cleveland Normal School, has collected some excellent data of this nature. In an article published in the Cleveland papers about a year ago, among other things he said, "An investigation at Springfield, Mass., furnishes data for deciding the question as to whether the schools of the past with their narrow curricula produced better spellers and better cipherers than the modern school with its elaborate course of study. In the absence of testimony to the contrary, it is constantly asserted that reading, spelling, and arithmetic have been crowded to the wall, and that the decline in the efficiency of the pupils in these so-called practical branches is due to additions to the course of study. Fortunately for the schools these claims must stand the test of facts, such facts as those furnished by Mr. Riley, grammar school principal in Springfield, Mass., under whose direction this comparison was made and carried out. A bound volume of examination papers of the year 1846 furnished the necessary basis for the investigation, which established beyond reasonable doubt the superiority of the schools of to-day over the work of the schools of 60 years ago in which practically all of the time was given to the three R's. These results, added to those resulting from the investigations of Dr. J. M. Rice over a wide field of modern school work, show conclusively that increase of time devoted to three R's does not produce corresponding results. The facts, in all these cases proved beyond a doubt that spelling and arithmetic may be taught with as good results in connection with other subjects in the modern school course as in a program confined to the narrowest limits. The tests were given to 245 ninth-grade pupils in March, 1905. In 1846 they were applied to high school pupils, whose average age was about the same as that

of high school sophomores of to-day. If Mr. Riley had wanted to be absolutely fair he would have given the tests to the second-year pupils, or at least to the freshmen of the high school. The pupils of 1846 had still other advantages over their successors in 1905. English was spoken in all the homes. The large non-English-speaking element of to-day was entirely lacking. The school year was about one-third longer, covering 44 weeks with an aggregate of 1340 working hours, as against the present allowance of 40 weeks with an approximate aggregate of 1000 hours. The child who then attended school 3 years spent as many hours in school as one who at present attends 4 years, and as there were fewer studies, more time and attention could be devoted to each than now. Springfield had an expert superintendent at the head of its schools then, as now. The high school was an established and well managed institution. As to the curriculum of its elementary schools, there is no doubt as to the definitiveness and insistence upon thoroughness in the very studies in which the children of 1905 did ever so much better than those of 1846. Reading, writing, arithmetic, geography, and spelling were about all the branches taught below the high school. Mr. Riley's tests therefore must be considered more than fair to the pupils of 1846. He had the questions in arithmetic reprinted exactly as they appeared in the original papers, and both tests were given under the direction of one examiner. The children of five schools took part. Their papers were sent to the directing principal, and he examined and rated according to a uniform standard the work of 1846 and 1905. The results are summarized as follows:

Number of pupils: 1846, 85. 1905, 245.

Spelling, percent. correct: 1846 40.6. 1905, 51.2.

Arithmetic, percent. correct: 1846, 29.4. 1905, 65.5.

And yet many honored citizens to-day are yearning for a return of the good old times and lamenting the decline in efficiency of the schools in the so-called practical branches. Memory plays us a trick, the results of which are in the main beneficial; but now and then it happens that the deception she practices stands in the way of clear judgment and wise progress. There is little, if any, doubt that there are many earnest people in Springfield to-day who believe that the schools are not accomplishing the satisfactory results of the past, while the established facts show that these schools are accomplishing better results to-day than they did 60 years ago in the very studies which then comprised the whole program, while to-day they are only a part of it. In the judgment of educators what is true of Springfield is true of schools elsewhere. The enriched curricula of the elementary schools have not reduced one iota the possibility of producing as good results in the three R's to-day as have been attained at any time in the past."

But admitting that the course is overloaded what is to be thrown overboard? Any of the common branches? The very forces that are clamoring for elimination all chorus a loud NO to this query. Shall it be music? The effect of music on the life of the child can hardly be overestimated. Its influence as a moral force has been universally acknowledged. Dr. Brooks has wisely said, "A school song in the heart of the child will do as much for its character as a fact in its memory, or a principle in its intellect." Songs containing moral lessons, and songs of the affections generally, will surely develop like sentiments in the children who sing them. In no way can a code of morals be taught or the sensibilities and emotions be so trained and developed into

their better and higher uses, as through the instrumentality of song. Can such an influence in the education of the child be omitted? Shall it be drawing? Drawing is a necessary factor not only of all productive industries but also in every day affairs. The clothes we wear were made from drawings or patterns. The keys and small coins in our pockets were made from drawings. The chair in which we sat to eat our breakfast was made according to drawings—so were the rugs, the table, and all other furniture which we see in this hotel. The range on which our breakfast was cooked, the system of water pipes that brought us our drinking water, the car on which we ride to the boat landing, the boat which takes us on our way home—these and countless other things that exist for our necessities, convenience, and pleasure all involve skillful drawing somewhere and by somebody. Drawing is a powerful help to thought by furnishing a means of thought expression and it is practically the only feasible means the public school possesses for bringing out the idealizing faculty in the pupil. It develops the capacity to appreciate as well as the capacity to do, thereby training the coming public to demand a better artistic quality in all industrial and art products. No, it will not be drawing. Shall it be nature study? Comenius deduced his principles of education from nature. Rousseau believed that nature is the only true guide. And children seem to have a natural longing for grass, flowers, trees, insects, birds, and animals. They question about them and seem to feel a necessity for them. They instinctively inquire why some seeds come up more rapidly than others; why some plants need greater care than others; why certain weeds are stronger than cultivated plants; why certain insects injure the plants while others help them. They catch something of the

great law of nature when they see the animals feeding upon the plants, the plants depending upon the soil, and all upon heat, water, light, and air for life. And the value of this work does not rest principally in the facts or knowledge gained by the children, but rather in the habit of work, of love, of sympathy; in the desire to know more of everything around them; and in the recognition of the rights of the flower or insect, bird or worm to its place, its work, and its life in the universe. No, we cannot drop nature study if we would. Shall it be physical training? Wise teachers know that timely practice of physical exercises or games is the surest and the quickest way to secure order, system, and co-operation in a disorderly, irregular, and indifferent class. They also know that this brief change in work, while a period of relaxation from mental strain, is really storing up nervous force to more readily and easily accomplish the work of the daily program. Would any one consent to leaving out this branch? Shall it be manual training? Manual training deserves and is being given a very large place in the modern curriculum. It gives concrete shape to various ideas and relates itself directly to many other subjects which require constructive work for their proper presentation. The impulse of physical activity is one of the strongest in human nature. Intelligence, culture, and character are all dependent upon activity for their development. In accordance with this principle the child is given the raw material. With pencil and try square, with saw and plane, with carving tool and chisel, with hammer and anvil he works for many days, and perhaps for many weeks, at intervals, to produce what he sees in his mind at the outset. Every tool has a fascination for a boy or girl. Every day he longs to get to his bench and resume his undertaking. He is never

weary, he is never restless while at his work. Bad thoughts, bad images, bad behavior leave him while he is here. This kind of education affects favorably the health and the disposition. Every day the best efforts of which the child is capable are obtained. Such continuous and healthful exertion on the part of pupils universally tends to make self-reliant men and women. Those who have had the opportunity of watching children through ten years of such a course speak confidently of the utility of manual training in our public schools. We must look to some other branch than this if elimination is made. And so we fix upon those who would change existing conditions the burden and the responsibility of suggesting what if any branches shall be cast out.

In conclusion we firmly believe that the broader curriculum has given us new and better means of reaching the interests of the children. That a better knowledge of children and a closer sympathy with them has helped to improve the art of the teacher. Through these forces and by means of other changes that have been wrought, what was formerly done in three years is now easily accomplished in two. The old course of study was deadening to both pupils and teachers; the modern course is inspiring truth, because the teachers more and more are coming to feel that they themselves are growing while leading their pupils to the shrine of truth.

C. W. COOKSON, TROY.

It is my privilege as well as my pleasure to take up the thread of this discussion where my colleagues have been pleased to leave it to me. The gentlemen have so logically arranged the arguments and so thoroughly covered the subject that it leaves no particular place of attack and but little for me to do. With proper courtesy to those who have the opposite side of this discussion, we

wish to acknowledge and respect their opinion but believe that some of their arguments will not stand the test of pedagogical philosophy.

A colonel of a federal regiment is said to have asked his superior officer at the battle of Stone River where he should place his division in that human carnage. The commander replied that he could go in at any place as he would find splendid fighting along the whole line.

Apropos to that command and that conflict, opportunity is given me to attack the subject at any vulnerable point for there is splendid fighting along the entire history and philosophy of the curriculum of study.

To determine whether the course of study is crowded, attention must be directed beyond the present, even possibly beyond the school life of the child. The parent seeing the so-called helpless innocents struggling under the burdens of the task master's lash takes up the piteous wail of the *Ladies' Home Journal* that the innocent are being murdered and reforms must be made in the courses of study in the public schools. It is pretty common in these latter days to lay a great many sins at the door of the course of study. If there be an unusual number of social functions during the school term and the children take on that tired look, it is a foregone conclusion that the course of study is too exacting and changes must be made. Opinions formed by that kind of sentiment are not sufficient basis for a revolution in the subjects taught.

The multiplicity of subjects no matter how far extended, does not produce adequate argument to declare that the course of study is crowded. There must be proof that so many subjects prevent the development of the mental

faculties and thus cause the children to fall below the standard of possibility.

The first requirement in my part of this discussion is to determine somewhat definitely the function of the public school and thus form a basis for argument.

The state through one generation seeks to perpetuate its existence by performing some service to those who will constitute the personnel of the subsequent age.

The state therefore demands citizenship, clear-headed, bribe-proof, self-sacrificing manhood which places "duty above self-seeking and righteousness above law." In addition to this the state values a citizen in proportion to his power of productiveness,—his ability to increase her material wealth. Another function and co-ordinate with those already mentioned is the training of the individuality of the pupil the supreme point of which is "vigor and loveliness of character." And as President Elliott says add "industry, persistence, veracity in word and act, gentleness and disinterestedness and a recognition that virtue in one person is virtue in any group of human beings, and that the ethical principle which should govern an empire are precisely those which should govern an individual," and we have a logical even if somewhat cumbersome foundation upon which to build the defense of the faith that is within us.

If the curriculum as it is now made up, meets all these requirements of the state, of society, and of the individual for complete living then it is folly to argue a change. If however, other cultural subjects can be added and thus strengthen the functions as outlined, then instead of arguing for a diminution of subjects we should be derelict in duty if there was not a demand for more branches. If on the

other hand, we find that the multiplicity of subjects prevents the state from receiving back from the school a valued citizen, if society is robbed of an exemplary member, and if the individual is deprived of some of his real happiness, then elimination should take place, and that right speedily.

If psychology holds on to one principle more tenaciously than another, it is to the law governing the formation of habit. Prof. James says that habits are due to pathways through the nerve centers, or to say it differently, habits are the foundation of figurative pathways through nerve matter. The current of nerve excitation when once into the brain center must find a way out and the channel which has been established by previous thoughts, acts and motives, is the line of least resistance. Each repeated act whether for good or ill tends to intensify this so-called pathway and thus exemplifies the law of habit. If the school be a preparation for life it is highly essential that the school processes should be in accord with the laws of successful existence, the pedagogical significance of the school forming habits which can be utilized in life after school is of more importance than many admit. There is no more potent factor in determining the attitude which the individual takes of life than his habits in the school. Disregarding in this discussion prenatal influences, the life of the child is being established by his thoughts, his acts, his emotions. As he looks upon his tasks in the first few years of his existence so will he estimate his duties, his responsibilities when the boy has outgrown the directing influence of the school.

If play marks the earlier years of a child's life, in all probability that characteristic will mark every period of his existence; if he is led into systemati-

cally assuming responsibilities and remaining faithful to his trust in childhood, as an adult he will not be afraid of over hours whether he performs the most menial labor or graces the presidential chair.

If he learns to shirk, or thinks that half-completed work will suffice, who can gainsay me that an irresponsible and untrustworthy citizen will be thrown upon the body politic, and will prove a vampire on society. The above postulate does not need exemplification.

I shall show after this somewhat lengthy explanation as a basis for proof that the course of study as now formulated does not meet the requirements for the full development of citizenship.

With the multiplicity of subjects none of which can be pursued even toward completeness and perfection, the child thus easily learns that thoroughness is not a requisite and that half-mastery is all that is required of him. Carry such principles into life after school and the lawyer neglects his client, the doctor his patient, the pastor his people, the employe his employer.

A comparison of the courses of study to-day with that in the days of John Adams, and Thomas Jefferson, of Webster and Calhoun, of Emerson and Longfellow, reveals some startling facts and figures. The high school courses to-day are as intensive and extensive as were the curricula in the best universities of those days. And yet no one will be foolish enough to question the part which these men took in preparing their country for the succeeding generation. No one would dare say that their place in the world of activity was not well filled, or that as individuals they failed to have enjoyment equal to what men of the present generation receive through more extended course of study. There are many schools in Ohio to-day where the



teachers are struggling with a phenomenal number of recitations daily; possibly in half of the schools in the state the teachers are hearing or attempting to hear, and I use the word hearing advisedly, any place from thirty to forty-five recitations in the five hours or possibly less of the school period. In graded schools where the number of classes are reduced not because of any grouping methods but because the pupils are all of one grade, the subjects taught even here would addle the brain of a philosopher. Changing with panoramic rapidity from written Arithmetic to Geography and Spelling thence to Reading, Oral Arithmetic, Drawing, Writing, History, Gymnastics, Nature Study, Sewing, Elocution, Cooking, Music Composition, Language, Basketry, etc, etc., we are not surprised at the bewilderment of many children.

It always reminds me of the colored brother's interpretation of the Scripture referring to Jezebel: And David came along the street and Queen Jezebel made faces at him. And David commanded his warriors to go up and frow her down and they went up and frowned her down and he commanded the warriors to frow her down three days, and they frowned her down three days, and the dogs came and licked her sores and they gathered up seven basketfuls of fragments and I say unto you in the resurrection whose wife shall she be.

In some of our best systems the methods of the German elementary schools are followed. A number of subjects are given in the course of study but there is no differentiation of themes; the language lesson is a lesson in Reading, Spelling, Writing and possibly History and Geography. The German schools follow this plan until about the fourth year when there is a gradual separation of subjects. With that plan we are not taking issue.

The greatest factor in the progress

of the race is the development of the individual. When the studies are so very numerous and each pupil follows with mechanical exactness, the same work at the same time there is little or no opportunity for self-directed mentality without which the individual does not reach the full fruition of his existence, while at the same time society and the nation lose the spontaneity of intellect which makes a national epoch superior to all its predecessors.

Prof. Seerley of the State Normal College of Iowa, in a recent article, makes the following comment: The increase of time without a real organization of the work to be done is a positive wrong to the pupils, because it does not give real value to them for the largely increased demands upon attention, interest and effort. It is well to ask if the expansion has given a thoroughness superior to the old system as shown by pupils themselves, and whether the results obtained in Arithmetic, Geography, Grammar, Penmanship, Spelling, etc., are better than were obtained in the old-timed short term school."

While those who are contending for the other side of this question may say that Prof. Seerley's statements are not applicable to the work even with its multitude of subjects is organized. I ask if it is in a great majority of schools especially in the country and in villages where there is a constant change of teachers, and little organization. I grant that it is systematically arranged and logically carried out in many city schools, but we must consider all the school in this discussion. Teachers with little experience, few opportunities for observation and consultation, little initiative, take it for granted that they too must introduce more studies to keep up with the cities, and without preparation try to teach all that the well organized city is able

to do. How many schools in the hamlets and country have extended their courses of subjects simply through the influence of custom and what harm it has done time and eternity alone can tell. But I am reminded by adherents of the 'it isn't side that such does not argue against the crowded condition but the abuse of it or rather the inability to properly use the great number of subjects. No system can justify its failure on such flimsy pretenses. A system to be seen must be so safeguarded that a misuse is impossible and until that time we have not approximated a utopian age.

The basal idea of the extended course of study is that the child may secure information upon a number of subjects. To know a little of this and a little of that is the all in all of existence. "The school exists for culture not for knowledge," and it is not a question of the smattering of facts. In conclusion allow me to recapitulate; we believe that the course of study is crowded and the diversity of subjects prevents the formation of proper habits that cause the pupils when adult life has been reached, to fail in carrying to completion, duties, tasks, responsibilities and thus fail to be a potent factor in helping the nation to perpetuate itself. We have proved that the scattering of the mental resource following the habits of the school is destructive rather than augmentative of material wealth; that the crowded course of study prevents the development of the individual to the limit of his potentiality thus destroying some of his possibilities for complete existence.

In the hush of a most delightful summer's evening when all nature seemed to be kissed into forgetfulness by the last rays of the setting sun and the evening star had lit the sentinel camp fire in the firmament, a train was rushing along the track of the Cincinnati

and Louisville railway. The train was behind time and the engineer had been given the right of way. In the dusk he saw a dog playing between the rails as though furnishing sport for some one. He had been given orders to make up the lost time but the heart of humanity throbbed in his bosom and at the indication of possible injury to some one, he reversed his lever and the train was brought to a sudden stop. He climbed down from his cab and picked up a little curly-headed, sunny-haired four-year old who was playing there in the jaws of death all unconscious of her danger.

As the train stopped a mother rushed frantically from a near-by home ringing her hands in despair for the child had just been missed as the train stopped opposite the house, but the humanity of the engineer saved the little one. Fellow teachers we have almost unlimited powers in the making of courses of study, we are given the right of way to multiply subjects indefinitely, but the helpers and the innocent are on the track. Let us not I entreat you sacrifice them for the simple purpose of having an unlimited number of subjects in our courses of study, let us agree to do all in our power to reform this abuse which has slowly fastened itself upon the school systems of America.

H. V. HOTCHKISS, AKRON.

I wish to say first that I am not here to maintain the good name E. A. Hotchkiss of St. Mary and second that I am not here to quibble about the meaning of this subject. I am here because I am called here and like a good soldier school teacher come. I regret that I had not a little more warning of the fate that has befallen me because I realize very fully the importance of the matter to be considered by this association at this time. This

to me is a very important subject and in order to consider it we must consider the function of the public school. We say that its function is to educate the youth. We mean by that as we have been told time and time again from this very platform, that it consists in putting the youth in harmony with his environments and that is for a two-fold purpose; so that he may go out into the world and make his living and that having made his living he may live rightly. These are the two ideas we should keep in mind when we are framing our courses of study. It should be our aim and thought to so educate the child that he will live as a being created in the image of the Almighty. Now then what have we done? We have taken into the schools certain branches of study and we have taken them in primarily because they reflect the influences about us. In a general way we may divide these environments into two parts. For the purpose of using it in the course of study these environments consist first of the world of man and second the world of matter. These two great classes should be brought into the life of the child in school. We also subdivide the world of man. We have branches of study which are elementary. The first is reading which puts the child in touch with the thoughts of his fellows, of the men of not only to-day but of all days. We have history which puts the child in touch not so much with the feelings as with the deeds of men. We have geography which deals with the political divisions of the land and the people who inhabit them. We have arithmetic which is a branch of mathematics and deals with the material things about us. Let me say that it does not deal so much with mathematics as a science as it does with business practice. My time will not permit me to go into a careful analysis of this subject. Now starting

with the proposition that the children in school are to be trained by us, who are the servants of the people and who are employed by the people to aid them in putting their children into touch with the conditions that surround them, let us further consider the facts.

Yesterday Supt. Vance gave us a beautiful picture of the many changes that had taken place in this world. He described his grandfather and told us of the many things that he could do and did so. Then he came on down and told us of changed conditions that surround us to-day and the education that is necessary to put the child in touch with the conditions that exist now. I do not think Supt. Vance would want his child put in touch with the environments which surrounded his grandfather but with the environments that surround his child to-day.

There is one peculiar thing about these comparisons that I wish to mention. Supt. Gordy of Springfield says the course of study is overloaded. Does he mean that the course of study is overloaded and that he allows it to go on being overloaded? Do we understand that he, as the director of the educational forces in that city, is allowing things to go on without a protest? There is one peculiarity about those who complain of the course of study being overloaded that I wish to mention. It is never their course of study that is overloaded but that of the other fellow, the fellow in some other state. But when you come to talk about his course of study you will find that it is not so overloaded. He has made necessary eliminations in his course of study and these obsolete subjects are not taught in his school. Some of these subjects which should be eliminated from our course of study have been named. Now I want to submit to you that in Akron these subjects which have been named with two exceptions have

been eliminated for years. I know enough about the schools in northern Ohio to say the same thing that has been done in our schools, has been done in their schools. It is said that our text books follow the lead of public opinion but who adopts these text-books? It is John Jones who was educated forty years ago in the old Greenleaf arithmetic and under the old curriculum. If the agent comes around with a book that does not have in it the subjects that were in there when he was a boy and went to school do you suppose the book will be adopted by him? Not much. In your teaching, do you follow the book from cover to cover, just as the publishers get out the book. Do you have to teach every subject in the book just because it is adopted by the board of education? I am sure you do not. We adopt enough of the book to adapt it to the conditions of to-day. Let me say that we have seen the beginning but not the end of the enrichment of our course of study. We are on the verge of a revolution in this respect. We are confronted by a problem which is one of meeting the changed conditions in this country. We see it exemplified in the matter of railroads. The cry is government control of the railroads because they have not the facilities to handle the trade. The conditions have changed from what they were forty years ago and the system must be changed to meet those changed conditions. I had the pleasure of visiting the schools of New York City last March and observed their plans of so doing the work to meet the conditions which confront them to-day. Our methods of doing business in this country have changed. Supt. Vance outlined them in his speech yesterday. We must bring into our school to-day that which will enable our children to meet these changed conditions. The question with

us to my mind is, can we do that in the three or six hours a day that we have the boys and girls with us? It is our business to educate the youth, to meet the conditions of to-day.

In the days gone by we wanted shorter hours in school. To-day it is different. We must meet the responsibilities that the social world is putting upon us. In our city we have lengthened the course of study and lengthened the day. If we must send the whole boy to school we must have time to drill him in the important things for him to know. It is for us as leaders of education in this state to meet the conditions as we find them and lead the forces of education up to a higher plane. We must make our course of study so that it will enable us to do the things which we should do to-day and not do the things which have been relegated to the rear twenty years ago.

DEAN H. C. MINNICH.

As my boat leaves at 11:30 you may be assured that I will only occupy a few minutes of your time. I want to say in the beginning that so much has been said and it has been so well said in this debate, that taking a lawyer's term, I am perfectly willing to rest my case. I was very much impressed with the speech of Supt. Hotchkiss on this subject. He has taken exactly the view which I think should be taken of this subject. I only want to call your attention to two or three things which I regard as important. I believe the course of study is not nearly so overcrowded now as it will be in a few years. I am pretty sure that from the way the modern languages are coming into our schools that in a few years we will talk French and German and Spanish as well as American and with just as much ease and when we can do this we shall know all the nations worth knowing and

when we go into these nations we will know sufficient for the complete earth so far as our sympathies are concerned. I am in hearty accord with the divisions made by Mr. Hotchkiss. I would make the same divisions in framing a course of study. We therefore have two great lines of study to follow in our schools. The first thing is to conquer the material world, that is the natural sciences. We do not need to go into the books to do that. We have it in our machinery and in our inventions and in our industries. We can get the aid of nature to help us conquer these material things.

Now I want to say a word in regard to the humanities. When we come to this side of the training of the child we must of course come into touch with history. From the study of history we shall draw our examples of the moral forces in life and that is very much more important than the material side. In the study of history there will be a good deal of book work but it is not altogether a question of subjects. We might add a hundred topics and not have the course of study crowded. We can do this without materially affecting the course of study. It is a question of how the boys and girls can master the subjects in the best way and make them fitted for meeting the present conditions of society in which we find ourselves. This is one of the things which we must consider in framing our courses of study.

I remember that once a friend sent me a very fine dog. My little girl was very much distressed with that dog. He would go out and play in the dirt and collect other dogs about him along with many other things that a dog will do. My little girl said to me, why does my dog do that. He does not need to go out and eat things that he should not eat and roll in the dirt like other dogs. But that dog went on in his way just

like other dogs and if he had not done that and rolled in the dirt and rolled in the fence corners he would not have been a dog. In the framing of our courses of study we must remember that we are living our life and meeting the conditions with which we are surrounded and not the natural life of forty years ago. If you want to go back to the natural life of years ago and live that kind of a life you would better plant a cocoanut grove and get busy. The state in which we live today is a highly organized one and we must train our boys and girls to adapt themselves to the environments with which they are surrounded. In framing the course of study and in the adoption of the course to the needs of the children we must keep this constantly in mind. The divisions and the adaption of the material side of things to the needs of the child is a mere matter of convenience. The teacher must be so efficient that he will know what things are necessary to the well being of the child. Every teacher should be thoughtful enough and intelligent enough to know how to adapt the course of study to the needs of the child. It will not matter then so much what subjects or what topics are in the curriculum. The American curriculum does not differ much from that of other countries. The course of study in Germany is just what we have except that they do not have spelling. They do not have to learn spelling there. The intelligent teacher will know what subjects should be taught and how much of these topics are necessary to the proper development of the child. If she follows blindly the curriculum it will greatly injure her work. For instance, Germany has never put narcotics into her course of study. She has narcotics but she does not talk much about it. I hope the time has passed away when we shall deem it necessary to teach just

so many facts and so many subjects in order to develop the child and fit him for proper living. In my work I want to help the child to conquer the material side of life and to prepare him for good citizenship. We are getting on as Americans pretty well in this world in fact I think we shall be getting on the whole world after awhile. In our work we must clearly keep in mind the needs of the child and the conditions under which he must live and so direct his education that he will be able to meet these conditions and to conquer them. That is the best teacher who gets into the social sympathy with the child and helps him into the noblest life. When you have done this for the child it matters but little whether he could name all the subjects you taught him or not. You have the child with you usually about 220 minutes a day and if in that time you can impress him with right ideas of life and bring him in touch and harmony with his fellow-beings and fit him to meet and live under the conditions by which he will be surrounded in life you have done a good work. If in this time you can impress him the proper relations that he bears to his fellow being, and to have a proper regard for their needs and their rights and put him into harmony with the conditions under which he must live you have done a noble work and the division of the mechanical side will be a very insignificant matter.

#### REPORT OF THE COMMITTEE ON RESOLUTIONS.

CAREY BOGGESE, SPRINGFIELD.

Your committee on resolutions beg leave to recommend the adoption of the following:

The Ohio Teachers' Association has cause for congratulation upon an attendance unprecedented in its history and an almost doubled membership,

making it commensurate in some new degree with the great body of the profession in the state, of which it is the representative and mouthpiece.

For this very gratifying result the thanks of the Association are due and are here extended to the members of the executive committee for their united, arduous, and effective labors to this end. They have at once given this body added dignity and prestige and secured for it ample funds with which to prosecute its desired and necessary undertakings.

Appreciation and thanks are also tendered to the president for courteous, prompt, and becoming discharge of the responsible duties of the chair and to the other officers for their faithful service and their evident co-operation toward making this session purposeful and successful.

The school revenue commission has performed a vast labor for which mere thanks are no adequate recompense. The Association recognizes the value of the result thus far reported and the possibilities of its proper utilization in the various cities, villages, and other sections of the state. In the continuance of its work large hope is entertained that a way will be found and applied to seize upon new subjects of just taxation and thus, without increasing the burdens already carried, to provide large additions to school revenues the need and the wise use of which have been so well set forth in the discussions of this session.

The Association heartily approves the law passed at the last session of the general assembly, providing state aid to districts unable after levying the maximum school tax permitted by law to conduct their schools eight months in the year, and it urges upon the ensuing session the appropriation of the funds necessary to carry out the purpose of the act.

The Association acknowledges its ob-

ligation to those who have devoted time and thought to the many papers and addresses delivered, both those by members of the profession and others notably edifying and entertaining by laymen. Also we wish to express our appreciation of the music and entertainment that have added the quality of variety and given us greater enjoyment of a strong programme.

Again the Association has cause to express its appreciation of the effort of the management of Hotel Victory to provide for the comfort and convenience of a great gathering of teachers and in the face of a huge task this management and its patient and hard-working employes have, in its opinion, scored a distinct success.

The Association declares the desirability of such a codification of the laws upon school attendance and child labor as shall bring them into harmony with each other.

It is the conviction of this body that the time has come for giving such additional functions and powers to the state system of schools as shall enable it to unify and direct the work of public education in Ohio in some of its vital aspects. As one important step toward this end a state board of education or similar body shall be established, which body should be empowered, among other things, to determine what are the fundamentals in the course of study, what shall be the order and sequence of studies, and what eliminations and substitutions are required.

It is the belief of the Ohio Teachers' Association that the establishment and proper development of a system of pensioning for teachers is absolutely essential to making teaching a true profession and is of equal importance with the securing of higher salaries and more secure tenure. Such a system should no longer be optional with boards of education but mandatory and prefer-

ably managed and supported by the state. In any event and pending, if need be, the projection of a state-operated system.

It is the sense of the Association, that the teachers' pension law should be so amended, that no payments into the fund shall be required of teachers, or that, if payments shall be required and made, the same in full shall be returned to them upon withdrawal from teaching from any cause before the pensionable age, or upon retirement, voluntary or involuntary, and the granting of pension to them.

The committee on legislation is requested to make suitable effort to secure the necessary enactments to bring about these changes.

Respectfully submitted,

CAREY BOGGESS,  
CAROLINE LAMPERT,  
KATE R. BLAIR,  
J. E. COLLINS,

*Committee.*

PRES. VAN CLEVE.

You have heard the report of the Committee on Resolutions; what is your pleasure?

DR. ALSTON ELLIS.

I think it somewhat unfortunate that the report of the Committee on Resolutions which commits the teachers of Ohio to a certain policy should come when there is a mere handful in attendance and at the very closing hour of the session and when from the very nature of things discussion is out of the question. In a large measure I am in hearty sympathy with the report of the Committee but I find two resolutions not passed upon by the Committee. There are some resolutions there that I should feel disposed to vote against. Not that I consider them absolutely wrong, but that they are non-essential and give the world the idea that we are trying to cover everything under the sun and

have it spread upon our minutes. I am not prepared to give my hearty sympathy to the resolution for teachers' pensions. I am sure we are willing to take all we can get and grab for more, but I believe the pension business has been overworked. I believe the whole thing is undemocratic. I believe we are putting a mass of taxation on the people that will re-act. I should like very much to discuss this particular part of the resolutions but the time will not permit.

MR. BOGGESS.

I am sure that it is no fault of the Committee that the report is considered at a time when there are but a few present. It seems desirable that it should be placed at a time when all could take part in the discussion. In regard to the matter of teachers' pensions, I want to say personally that if there is any one item that I should prefer to see adopted more than any other it is that item. It seems to me that it is the one thing needful to elevate teach-

ing from an occupation to a real profession. We have in our own place many teachers who have been teaching for thirty years and who are now existing on charity. The board is trying to maintain them in violation of the law. I am very heartily in favor of strengthening the pension law. I think it is a good thing for the profession of teaching. Resolutions adopted.

PRES. VAN CLEVE.

We have two separate resolutions which have not been passed on by the Committee. We will take them up now. Thereupon the resolutions were adopted. The school revenue commission reported a deficit. I suggest you take action.

SUPT. VANCE.

I move that we direct the Executive Committee to make such appropriations as will meet the deficit and, furthermore, that we express our obligation to sustain that Commission financially in its work. Carried.

## MINUTES OF THE MEETING.

PUT-IN-BAY, June 25th, 1907

The O. T. A. convened at 9:30 A. M., June 25th, 1907 in the assembly room of Hotel Victory. It was called to order by Supt. J. V. McMillen, Marietta, Chairman of Ex. Com. Prayer by Supt. McKinnon of Bellefontaine.

Supt. McMillen in the absence of Dr. W. O. Thompson the retiring president, here introduced Supt. C. L. Van Cleve, Supt.-elect of Toledo, who delivered his inaugural address, "A New Declaration of Independence."

Then F. L. Beggs, President of the Board of Education, Newark, read a

paper on "The Independent in Education."

Charles D. Simeral, Editor Herald Star, Steubenville, read a paper on Educational Publicity.

Simplified Spelling was discussed by Dr. J. A. Shawan, Columbus, Ohio.

The Chair appointed the following committee to assist superintendents in securing teachers and also teachers positions for the coming year.

Dr. N. H. Chaney, Youngstown. Supt. W. H. Kirk, East Cleveland. Supt. F. E. Reynolds, Defiance. Supt. Arthur Powell, Middletown. Supt. J. W. MacKinnon, Bellefontaine.



Afternoon session opened with a song—America, led by Prof. Gantvoort.

President Van Cleve read a letter from Supt. Elson of Cleveland, requesting the association to pass resolutions requesting the N. E. A. to hold the next meeting at Cleveland.

On motion of Supt. Cox such resolution was adopted and secretary was requested to make such report to Supt. Elson, Cleveland.

Supt. Shawan, chairman of Committee on Necrology was called for report.

Supt. Baxter of Canton gave a sketch of life of Supt. Leland, late superintendent of Mt. Vernon schools.

Remarks by Supt. Alan, Mt. Vernon. Mr. Loos was called to say a word of Capt. Stivers, late of Dayton schools.

Supt. E. M. Van Cleve reported on the death of Prin. D. W. Matlack, Steubenville, Ohio.

Supt. Shawan reported on the death of E. D. Kingsley whose early life had been spent as Superintendent in public schools of Marietta, and Columbus.

Remarks by E. F. Moulton of Cleveland.

Theme: The Language Arts.

The Art of Story Telling was discussed by Miss Rea McCain, Lebanon.

Mechanization of the Reading Process, Miss Mary Peterson, Principal Dennison Schools, Cleveland.

Miss Wilson, Georgetown, gave a vocal solo.

Mechanization of the Writing Process.

A paper by Supt. H. E. Conard, Galipolis.

Life in Literature.

A paper by Supt. G. C. Maurer. New Philadelphia.

On motion of Supt. Cox, and seconded by Supt. Vance, the meeting adjourned to meet at 8 o'clock P. M.

TUESDAY EVENING.

Annual Address by Miss Jane Adams, Hull House, Chicago.

WEDNESDAY, 9 A. M., JUNE 26.  
1907.

Hon. Wade H. Ellis sent a letter announcing his regrets that he was unable to be present at the meeting to deliver his address on "Education and the State". Said letter by order of the President was read by Secretary. This letter is as follows:

STATE OF OHIO,

OFFICE OF THE ATTORNEY GENERAL.

COLUMBUS, OHIO, June 17, 1907.

MR. E. M. VAN CLEVE, *Secretary Executive Committee, Ohio State Teachers Association, Steubenville, Ohio.*

MY DEAR MR. VAN CLEVE:—I am on the program for an address on Taxation and the Schools at the meeting of your association at Put-in-Bay on Wednesday, June 26th, and had fully expected to be with you until the events of the last few days. I am now required to leave for Philadelphia at 5:40 this afternoon and will be absent on some business for the Railroad Commission for several days. On June 28th the complaint of the Railroad Commission before the Interstate Commerce Commission will be heard in Washington and I have promised to meet all counsel representing our own and kindred interests on the 27th. This will make it impossible to be in Put-in-Bay on the 26th.

I hope you will believe that I am sincerely disappointed for my interest in the subject of taxation, and particularly as it affects the common schools and universities of the state, made me especially anxious to use the opportunity presented by your meeting at Put-in-Bay to discuss the question with the representative and influential school men of the state. As a member of the Tax Commission recently appointed by Governor Harris to study the present

system of taxation, I have reached the conclusion that the existing levy of about 1.35 mills on the dollar of all real and personal property in the state for purposes of state revenue ought to be abolished, and the state secure all its revenue from special excise privilege taxes, leaving to the counties and municipalities the levy upon real and personal property. This proposed departure, as has often been pointed out, and generally accepted, would accomplish many beneficial results, but in making the change every precaution must be taken to secure certainty and stability to the revenues for the common schools, and nothing must be done to endanger the administration of the most sacred trust committed to the people of Ohio.

We will renew the meetings of the Tax Commission in the fall and at that time I desire again to invite the cooperation of all who are interested in the public schools and universities in devising a method by which the state can accomplish a most needed reform in its system of taxation, while at the same time protecting that function of government which has the first and highest claim upon all taxes—the education of the young.

Very truly yours,

WADE H. ELLIS.

Hon. Edmund A. Jones then gave a report of the School Revenue Commission.

The following gentlemen were appointed by Pres. Van Cleve to take part in the discussion of school revenues.

E. B. Cox, Xenia, S. K. Mardis, Toronto.

E. M. Van Cleve, Steubenville. F. B. Dyer, Cincinnati. Dr. Alston Ellis, Athens. Supt. Wm. McK. Vance, Delaware.

Each of the above named men was heard from on the revenue commission.

Remarks by Hon. E. A. Jones on same question.

On motion of Dr. Shawan, the following resolution was adopted.

*Resolved:* 1. That we heartily approve of the report of the School Revenue Commission and thank the members for the excellent work done.

2. That the Commission be authorized to print and distribute 10,000 additional copies.

3. That the present commission be continued.

4. That we pledge the Commission our hearty support in every effort to secure the results aimed at in the report.

MR. MARDIS: I move to amend that resolution by adding that this report be included as one of the works to be studied by the Ohio Teachers Reading Circle this year. Amendment carried.

On motion of W. T. Trump, Miamisburg, it was made a special order to hear report on permanent membership at evening session.

Appointments of Committee by the Chair:

Committee on Nomination, N. H. Chaney, Arthur Powell, E. W. Coy, E. B. Cox, O. T. Corson, E. F. Moulton, C. W. Bennett, Alston Ellis, M. E. Hard, J. J. Burns and E. A. Jones.

Committee on Resolution: Supt. Carey Boggess, Chairman, Springfield; Supt. J. E. Collins, Fremont; Miss Caroline Lambert, Mansfield; Supt. H. S. Piatt, Coshocton; Miss Kate Blair, Columbus.

WEDNESDAY, 2 P. M.

Theme: The Course of Study—Its Failures and Shortcomings.

1. A paper read by Miss Anna Laws, Cincinnati, on The Co-ordination of the Kindergarten with the Graded School.

Solo by Prof. N. C. Glover, Akron.

II. The School and Society. A paper by Prof. F. A. McKenzie, Ohio State University, Columbus.

Solo by Prof. Arthur Bellingham.

Prof. J. Powell Jones, Cleveland, absent on account of sickness in family.

"Hand, Brain, and Heart," by Supt. W. McK. Vance, Delaware.

Address on "Weakened Moral Ideals," by Prin. B. F. Stanton, Salem.

Adjourned to 8 P. M.

### WEDNESDAY EVENING, JUNE 26.

The annual entertainment of the O. T. A. was given in the usual happy manner. The entertainment opened by Gantvoort Goslings.

Solos were rendered by Misses Rowland, Wilson and Prof. Bellingham.

This was followed by a fifteen minutes' session on "Permanent Membership in the Association."

The subject was presented by Supt. E. M. Van Cleve, Steubenville as follows:

SUPT. E. M. VAN CLEVE.

MR. PRESIDENT, LADIES AND GENTLEMEN:—It seems a pity to break in here in the midst of joy and enthusiasm with a matter of business, yet it has been made the special order of business for this hour and you have heard the President say that it must not exceed ten minutes. I want to assure you that I desire to occupy less than half of that time and I must necessarily be brief in what I have to say. I cannot say nearly all I would like to say in that time. I have been a member of this Association since 1888, and during that time we had a varying attendance from year to year, sometimes large and sometimes not so large. During that time I have worked hard to assist in making the Association a success. We have all worked hard to make the Association larger and better. The Executive Committee at its final meeting last year,

around the dinner table decided that it was time to take a forward movement. We felt that there should be a larger attendance from the teachers of Ohio at the annual meeting and that such attendance would benefit them. I am speaking personally at the dictation of the Committee in what I am about to say. The idea of the Committee was that the organization should be put upon some permanent basis, that is that all of us should promise from year to year to support this organization with our might and our dollars. This would give the organization a permanent standing and we should know in advance something of our financial condition.

We have not always been in a prosperous condition financially. I am sure that I remember the time when as treasurer of this organization, I did not handle enough money to pay the bills. We have sometimes had to draw on other bodies for financial support. Some years ago we drew upon the teachers' Reading Circle for help but we will not have to do that this year, thanks to the strenuous efforts of the Executive Committee. At Christmas time we had a meeting and we divided the state into seven zones. We drafted the President into service and every member of the committee took part in the campaign. As a result of this work and this appeal for advance membership we see this great attendance and we do not want this work to be lost. We think something should be done at this meeting to make this work permanent so that we should not have it said that the membership fluctuates all the way from 200 up to the present number which I shall not name at this time.

There should be a thousand teachers in this state who will stand by the guns and help to shoot the ammunition which will elevate the standard of our schools in this state. This will benefit every teacher in the state. Different plans

have been proposed and one of these is the publication of a Blue-book in which we shall publish the names of the members of this Association. At present you may go back to the records and you will not be able to tell whether a man has been a member for two years or for fifty years. It was thought that the publication of this blue-book would be an honor roll and a large number of persons would be glad to be enrolled. In answer to a circular letter sent out by the Executive Committee we have an attendance here of 1,500 members. Many of them are regular attendants who are always here but they have forgotten to say whether they will be permanent members. I believe, however, at this large meeting there will be more than 1,500 who will want to be counted for permanent membership. The dollars have been coming this year by mail and otherwise and we want this splendid movement crystalized into permanency. My own personal suggestion would be that some person in the central part of the state should be chosen as secretary, a sort of Irwin Shepherd, to hold together this organization. This is the plan followed by the N. E. A. I will not nominate a man for this position as it is perhaps not my function. I wish that we had time for a full discussion of this matter. You all know the needs of this Association and the method by which we reach it is of minor importance. I care not what the plan is that may be used so that it will bring about the desired result.

Mr. Boyd: I move that it be the sense of this Association that the plan proposed by Mr. Van Cleve be approved. Motion carried.

Mr. Boyd then offered the following motion: I move that the Executive Committee of the association be instructed to bring in such a modification of the Constitution of this association at the next annual session as will

put into effect the National Association plan for continual organization, and that in the meantime our Executive Committee be authorized to make a temporary organization to take the initiative step to enact such plan.

Supt. McMillan, Marietta presented a plea for a contribution to the "Victory Statue" and a collection was taken up which amounted to \$43.50.

Miss Grace Makepiece, one of the Cleveland teachers gave a reading entitled "Patsy" which was well received by the large audience. She is a graduate of Cleveland High School, and Cleveland School of Oratory.

On motion of E. B. Cox, the present committee on teachers and vacancies be continued for ensuing year and said committee to prepare such blanks as are necessary to better aid the committee to meet the wants of superintendents and teachers.

#### THURSDAY, 9 A. M., JUNE 27.

Called to order Pres. Van Cleve, promptly at 9 A. M.

Dr. J. J. Burns gave his report as Secretary of O. T. R. C.

Hon. E. A. Jones was requested by the Board of Control of O. T. R. C. to present some facts regarding the Circle.

On motion Dr. N. H. Chaney the Association heard the report on nominations. Motion prevailed. Report adopted.

#### OHIO TEACHERS' ASSOCIATION.

PUT-IN-BAY, OHIO, June 27, 1907.

#### REPORT OF COMMITTEE ON NOMINATIONS.

President, Supt. J. A. Shawan. Columbus.

Vice Presidents, Prin. E. D. Lyon, Cincinnati; Supt. H. Z. Hobson, Cambridge; Supt. J. M. Carr, Barborton; Miss Mary Smith, Hicksville.

Secretary, Prin. F. E. C. Kirkendall,  
Piqua.

Treasurer, Supt. John K. Baxter,  
Canton.

*Executive Committee.*

J. D. Simpkins, Newark.....	1908
W. H. Kirk, East Cleveland.....	1908
F. E. Reynolds, Defiance.....	1909
O. P. Voorhes, Cincinnati.....	1909
J. E. Kinnison, Jackson.....	1910
Geo. Maurer, New Philadelphia...	1910

*Board of Control Ohio Teachers'  
Reading Circle.*

J. J. Burns, Defiance.....	1908
S. T. Dial, Lockland.....	1908
W. McK. Vance, Delaware.....	1909
J. P. Sharkey, Van Wert.....	1909
Lura B. Kean, Wooster.....	1910
C. E. Carey, Warren.....	1910
Bertha Ruess, Mansfield.....	1911
F. S. Coultrap, Athens.....	1911
Edmund A. Jones, Columbus, ex-officio.	

*Committee on Necrology.*

Bettie A. Dutton, Cleveland.....	1908
Geo. F. Sands, Cincinnati.....	1908
E. F. Warner, Bellevue.....	1909
P. C. Zemer, Napoleon.....	1909
F. J. Roller, Niles.....	1910
H. E. Conard, Gallipolis.....	1910

*Committee on Education.*

J. M. H. Frederick, Lakewood....	1908
W. W. Boyd, Columbus.....	1908
J. W. Zeller, Findlay.....	1909
John E. Morris, Alliance.....	1909
Hon. E. A. Jones, Columbus.....	1910
Darrell Joyce, Hamilton.....	1910

*Committee on Legislation.*

Edwin F. Moulton, Cleveland....	1908
Edwin B. Cox, Xenia.....	1908
H. H. Helter, Wapakoneta.....	1909
S. P. Humphrey, Ironton.....	1909
F. B. Dyer, Cincinnati.....	1910
J. W. Carr, Dayton.....	1910

*Committee on Teachers and Vacancies.*

N. H. Chaney, Youngstown; Arthur Powell, Middletown; J W MacKinnon, Bellefontaine; W. H. Kirk, East Cleveland; F. E. Reynolds, Defiance.

The following members of the Nominating Committee were present and approved of the above report: N. H. Chaney, Chairman; Alston Ellis; E. W. Coy; O. T. Corson; E. A. Jones; J. J. Burns; C. W. Bennett; M. E. Hard; E. B. Cox; Arthur Powell, Secretary.

By motion Supt. Vance's resolution was referred to Committee on Resolution.

Supt. Van Cleve called Vice President George Buck, Dayton, to the Chair to preside during the debate.

Debate: The Overloaded Course of Study,

IT IS:

Supt. P. C. Zemer, Napoleon. A paper.

Supt. C. W. Cookson, Troy. A paper.  
H. C. Minnich, Oxford.

IT ISN'T:

H. A. Redfield, Nottingham.

Supt. J. E. Collins, Fremont. A paper.

H. V. Hotchkiss, Akron, was called to take the place of E. A. Hotchkiss. St. Marys, who was not able to be present.

Supt. McMillen makes his report on Amended of Constitution.

Report of Executive Committee, McMillen.

Executive Committee report following amendment to Constitution as directed to do at meeting, June 26.

Art. II amended to read as follows:

The officers of this Association shall be a President, five Vice Presidents, Treasurer, and Committee on Communication between Teachers and those wishing to employ teachers who shall be chosen by ballot, or in such other manner as the Association shall direct.

at the annual meeting, and shall hold their offices for one year, or until their successors are elected; an Executive Committee of six, exclusive of the President (who shall be a member ex-officio), two to be elected each year in the same manner as other officers, to serve for three years, or until their successors are elected; and a Secretary to serve for five years, and until his successor is elected, or for a longer term at the discretion of the Association, who shall receive for his services such compensation as the Ex. Committee shall determine.

Art. IV amended to read:

It shall be the duty of the Secretary to perform the usual duties pertaining to such office and he shall have full charge of the records and publications of the Association under the direction of the Executive Committee. He shall be ex-officio secretary of the Executive Committee and its executive agent.

Art. IX amended to read.

Any teacher or friend of education may become a member of this Association by paying to the Treasurer the sum of one dollar. Two classes of members shall be recognized, permanent and associate. Permanent members are those who pledge the payment to the Treasurer of one dollar annually before September 1. Said members shall forfeit their standing as permanent members by failing to meet such obligation, but may be reinstated by payment of the dues in any year together with all arrearage. Associate members are those who in any year may have paid the annual membership fee. Permanent members alone shall have the privilege of voting in the meetings of the Association and of holding office. Associate members shall have the right of participation in discussion.

Financial report.

## FINANCIAL REPORT OF EXECUTIVE COMMITTEE.

Expenses of Committee, Columbus meeting .....	\$45 75
Expenses of Committee, Put-in-bay meeting .....	75 75
Expenses of Secretary, Put-in-Bay meeting .....	9 00
Expenses of Treasurer, Put-in-Bay meeting .....	12 60
Postage of Treasurer .....	9 00
Membership Cards .....	9 50
Badges .....	11 50
Herald Printing Co., stationery, Programs and Circular Letters.	185 25
Postage and express for sending out programs, etc.....	73 83
Traveling expenses of persons outside of the profession taking part in program.....	26 00
Hotel bill of above persons.....	18 75
Annual Address, Jane Addams..	100 00
W. H. Hartsough, stenographer..	40 00
E. M. Van Cleve, services as secretary of Executive Committee.	50 00
Stenographic work for secretary.	16 00
O. T. Corson, printing proceedings .....	200 00
A. J. Gantvoort, music purchased.	4 43
E. E. Thompson, printing and postage, music teachers' section.	5 75
Olive Robertson, accompanist, to cover expenses .....	20 00
Paid to School Revenue Commission .....	200 00
	<u>1,113 11</u>
Balance on hand as reported by Treasurer .....	\$251 44
Receipts from membership fees, 1907 .....	1,611 00
Total .....	<u>\$1,862 44</u>
Expenditures as above.....	1,113 11
Balance .....	<u>\$749 33</u>

Report adopted.

On motion of Dr. N. H. Chaney, the report on Resolutions was adopted.

The Association expresses emphatic disapproval of high school fraternities and sororities on the ground that they are undemocratic, seditious, and subversive of the best interests of the schools; and hereby requests the General Assembly of Ohio to enact such legislation as will terminate their existence.

W. McK. VANCE.

Resolutions on H. S. Fraternities, by Supt. Vance was adopted.

*Resolved*, That we heartily recommend the establishment of two State Normal Schools in Northern Ohio and urge the Legislature to provide for the same at its next session.

Resolution adopted.

On motion of Supt. McMillen an invitation from T. W. McCreary to the Association to meet at Hotel Victory again next year was adopted.

Pres. Van Cleve called Supt. Shawan to the chair and introduced him as the new president for 1908.

Adjourned by singing doxology.

S. H. MAHARRY, Sec. O. T. A.  
June 28, 1907.

#### MUSIC SECTION OF THE OHIO TEACHERS' ASSOCIATION.

The music section of the Ohio Teachers' Association was called to order at 3:00 P. M., Tuesday, June 25th, in the West Parlor of the Hotel Victory by the Pres. C. J. Marshall of Cleveland with a good number in attendance. The minutes of the preceding session were approved after which they proceeded with the regular program.

The subject of "Ear Training" was presented by E. M. Lippitt of Chillicothe in a very able manner emphasizing the importance of training the ear.

"In what way may a supervisor be

most helpful to the grade teachers" was the theme of Mrs. Harriet D. Parsons of Cleveland. She pointed out some of the defects in the work of supervisors and insisted on a closer work between the supervisor and the grade teacher.

"Observations at Keokuk" was handled by H. E. Leedy of Bellville in which many observations were given the teachers as to the many ways in which the music work in our schools may be improved.

"Educational Rhythmic Training" was discussed by Miss Anna Goedhart which closed the afternoon program.

#### WEDNESDAY, JUNE 26.

Convention called to order by the president. "Music in the High School" was presented by Miss Martha A. Webster of Wooster. It was the consensus of opinion that the teaching of music in the High school was one of the most difficult problems with which we have to deal. It was ably presented and many valuable suggestions offered.

"Up-to-date methods" by Geo. M. Winchell of Ashtabula was a plea for the more advanced methods in our work and was well received.

"Observations at the M. T. N. A. by Mrs. Iva S. Baker of Mt. Vernon gave the teachers many valuable hints in regard to what others are doing in their work and what we may do.

"The next Step in Advance" was discussed by Prof. A. J. Gantvoort in his usual happy and instructive manner. His discussion was highly pleasing to all and he gave the teachers many valuable ideas.

The convention then proceeded with the election of officers which resulted as follows: President, Mrs. Iva S. Baker, Mt. Vernon, Ohio; Secretary, Miss Charlotte Field, Findlay, Ohio.

The meeting was one of the best yet held, and it was a matter of regret that every one of the music teachers

in the state could not have been present and have taken part in the discussions.

Respectfully submitted,

MRS. EVELYN E. THOMPSON, *Sec'y.*

C. J. MARSHALL, *Pres.*

### LIFE CERTIFICATES.

*High school*—William H. Altamer College Hill; L. Douglass Brouse, West Elkton; Orrville Crist, Tippecanoe City; Thomas W. Gosling, Cincinnati; Elmer W. Jordan, Marietta; Jarius R. Kennon, Medina; Milton M. Leither, Lewisburg; Harry P. McCoy, Youngstown; Henry B. Mulholland, Defiance; James A. Pollock, Sylvania; Clement L. Riley, Kirkersville; Cora Garrison, Celina.

*Special in Music*—Anna Johnson, Sidney.

*Common School*—William E. Arter, Hillsboro; John H. Baker, Canal Dover; L. G. Bean, Twinsburg; William E. Beeman, Bays; Arthur C. Beer, Sandville; Luther J. Bennett, Covington; John A. Bolton, McComb; Elmer S. Bolton, McComb; Maurice M. Bryson,

Glouster; S. Victor Burnworth, Dunkirk; Edgar C. Bussert, Amanda; John H. Cook, Wheelersburg; Charles Davis, Marengo; H. Claude Dieterich, Toledo; Ernest C. Dilger, Carroll; L. M. Eschbach, Grover Hill; Clark Fullerton, Lucasville; Arthur L. Gantz, Reynoldsburg; Adolphus L. Greiser, Cincinnati; George W. Jacoby, Athens; Norval B. LaMonda, Hillsboro; George H. Lapp, Nashport, John H. Lawton, Barlow; Henry A. Lind, Strasburg; Frank Linton, Salineville; E. S. Monce, Forest; John O'Leary, Eaton; Roy H. Oman, Ashville; Claude D. Perry, Fayette; Henry H. Reighley, Sandusky; William A. Richardson, Sandusky; G. C. Schectz, Weston; C. L. Shaffer, Ohio City; John E. Sherck, Bloomville; Geo. Stahl, Middletown; M. A. Warner, Benton; Anna F. Brettell, Mingo Junction; Flora B. Campbell, Radcliff; Jennie Harmon, Steubenville; Loamy E. Heater, Stryker; Florence Hunter, St. Paris; Iona M. Kilmer, Dunkirk; Olga Schlessinger, Xenia; Lydia R. Shaefer, Middletown; Ethel Sutphin, Middletown.

### MEMBERSHIP ROLL, O. T. A., 1907.

*Adams*—H. H. Reighley, H. E. Deming, Manchester; E. H. Baldrige, Peebles.

*Allen*—Inez Baldwin, Delphos; Thomas J. Class, Spencerville; C. A. Argenbright, Bluffton. John Davison, Mrs. Clara Davison, Mrs. Belle McCartney, Lima.

*Ashland*—W. J. Machwart, Savannah; C. W. Kappes, Sullivan.

*Ashtabula*—Mrs. Eva L. Pancoast, Ora MacManus, E. A. Hotchkiss, J. H. Craig, Guy Wright, Ashtabula; C. T. Northrop, Conneaut. Goffrey A. Lyon, J. E. Fitzgerald, Geneva.

*Athens*—Henry G. Williams, Oscar Chrisman, F. S. Coultrap, Alston Ellis, Zella Foster, Aaron Grady, Athens.

*Auglaize*—J. O. Ervin, New Bremen; J. Howard Spohn, C. C. McBroom, St. Marys; Jane Bailey, Sarah Howell, H. H. Helter, Wapakoneta.

*Belmont*—L. E. York, Verna Kennon, John B. Conard, Barnesville; J. R. Anderson, H. H. Wiley, Bellaire; Jessie B. Amrine, S. A. Gillette, Bridgeport; F. L. Maris, Bethesda; Thos. F. Mitchell, O. C. Hursh, Martins Ferry.

*Butler*—Mary Fitzgerald, Excello; Darrell Joyce, Hamilton; Arthur Powell, Della Winget, Middletown; H. C. Minnich, T. L. Feeney, Guy Potter Benton, Oxford; Otto J. W. Witte, West Chester.

*Carroll*—Arilla Patterson, Wilma Dunlap, Carrollton.



*Champaign* — L. H. Seigler, Mechanicsburg; H. N. Morton, Urbana.

*Clark* — H. C. Altman, Clifton; J. R. Clark, Enon. Carey Boggess, John S. Weaver, E. O. Allen, Maria L. Balentine, Flavilla L. Bancroft, H. E. Boggess, Daniel Ebersole, Ella M. Glenn, Etta M. Hammaker, C. A. Kizer, L. M. Layton, B. D. Long, L. Belle Martin, B. B. McIntire, Beatrice McNally, L. S. Meloy, Belle Morrison, Ida A. Parker, C. C. Patterson, Mabel A. Paine, Carrie T. Sharpless, Florence M. Short, Catherine E. Slough, Louise Sterling, Alice N. Tritt, Augusta Wiegel, Gwendolyn A. Williams, Jessie L. Wistance, Lucinda C. Aldrich, Anna B. Galligher, Anna L. Shroder, Zacheray Taylor, Myrtle Wildason, Springfield.

*Clermont* — F. P. Timmons, Batavia; H. W. Paxton, Loveland.

*Clinton* — W. H. Mustard, M. J. Flannery, Sabina; C. B. Rayburn, Wilmington.

*Columbiana* — Florence Updegraff, Laura McNary, East Liverpool. J. W. Moore, Leetonia, W. O. Lambert, Lisbon; F. Linton, Salineville; J. S. Johnson, Maude Little, B. F. Stanton, Mrs. M. M. Snyder, Abbie L. Bonsall, Ella M. Snyder, Hester H. Boone, Salem.

*Coshocton* — J. M. Yarnell, H. S. Piatt, W. S. Dean, W. H. Everhart, Coshocton.

*Crawford* — Louise John, Mabel G. Bracher, I. C. Guinther, Galion.

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bel Beeman, Blanche M. Ashley, J. J. Rogers, W. H. Kirk, Jessie Jackson, Delia McMyler, Kate Frasier, E. Cleveland; Elva H. Thomas, J. B. Mohler, Camilla Carpenter, Adda Hannon, Frank O. Baldwin, A. E. Schmidt, Berea; May French, Bertha Wagar, Ellen Wagar, Irma Redfield, A. C. Bagnall, J. M. H. Frederick, Emily Cain, F. F. Musrush, Frank E. Elliot, Alta Dean, H. W. Kennedy, Lakewood; Charles A. Tilden, Cleveland Heights; Hattie Dean, Rocky River; Walter E. Painter, Mrs. Walter E. Painter, Sarah E. Drake, H. R. Rawdon, Bedford; H. T. McMyler, Warrentsville; Frank C. Rulon, Collinwood; H. A. Redfield, Nottingham; E. F. Enninger, Euclid; D. W. Glennen, Chagrin Falls.

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kopp, Anna Pfeiffer, Charlotte Olmhausen, Myra Neunherz, Margaret Kneis, Anna Pausch, Alice Pflieger, Matilda Niermeyer, Ida K. Falter, Alma Drobisch, Roberta Barlow, Alma Kuehner, Julia Henigst, Mary Esper, Annetta Walsh, Sarah Kumler, Chas. Everett, Cora Veeramer, Nona Wenger, Eva McNinch, Bertha Schilffarth, Bertha Jacobs, Lizzie Willcox, Emilie Balz, Clara Laufersweiler, Louise Reither, Anna Giesy, Caroline Tyler, Catherine Eberly, Nellie Whittaker, Ella A. Smith, Beulah Smith, Sarah I. Gifford, Katharine Palmer, Martha Gray, Elizabeth Inskeep, Helen Jones, Elizabeth Wood, Frances Smith, W. T. Heilman, Mary O. Scott, Ada R. Needles, Harriet R. Kirby, Abigail Simpson, Hermine Denagy, Eleanor Skinner, E. R. Abernathy, Katherine D. Kiser, H. C. Sherman, Mary Haig, Alice Smith, Esther Rice, Margaret Uncles, Daisy Scott, Anna Keagle, A. L. Peters, J. N. Piersche Charlotte Claypoole, George Tooill, Ida Clark, J. H. Rowland, J. H. Snyder, Alen Evans, W. E. Sealock, Wilbur H. Siebert, Esther Buchman, Pauline Guthkie, Lelia Zwerner, Bessie Swaney, Emma Blesch, Effie G. Millar, Mary Roberts, Ollie Flowers, Laura Lemert, Pauline Burkley, Martha Kent, Edith Frederick, Ruby Roney, Mary Dury, Anna Karger, Jennie Phillips, Louise Ackley, Abbie McFarland, Helen O'Neill, Louise Bauer, Clara Milligan, Fannie Glenn, Ernestine Schreyer, Ollie Galena, Helen J. Heinman, A. Catherine Putt, Daisy Charters, Elizabeth Sessions, Mabel R. Miesse, Bertha Heffle, Margaret Janes, Clara R. McNinch, Margaret H. Mulligan, Lena Leedom, Helen Deems, Lenora E. Lockhart, Madge L. Perrill, Lydia Martin, Mary A. Fallon, Maude E. Gillespie, Wilhelmina Ochs, Mary Seymour, Nettie A. Innis, Mary Mayhugh, Adelaide Burge, Viva Torrey, Belle Scott, Fannie Fassig, Netta Philbrick, Kate Bunker, Ida K. Galbreath, W. M. Townsend, C. M. Bookman, C. H. Fullerton, F. H. Hamm, A. R. Leonard, Velorus Martz, W. W. Wager, E. V. Beall, Kate R. Elair, Katherine Burns, Rowena H. Landon, Mary L. Mason, Jessie McClelland, Clara G. Orton, Mignon L. Poste, Stella S. Wilson, Anda Morin, Annie Hull, Mary Blakeley, May Rhodes, Harriet Thompson, Clarice Nessmuth, Cora Vake, Alice Goodell, W. O. Thompson, L. O. Lantis, Mrs. Margaret D. Vail,

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*Geauga*—L. V. Mills, Burton; Bessie Bappte, Chardon.

*Greene*—Edw. B. Cox, Ralph W. Buck, G. J. Graham, Ella Ambuhl, Cora Williams, Olga Schlesinger, Fannie K. Haynes, Xenia; George H. Eckler, Jamestown; Winifred Creamer, Osborn.

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*Hardin*—H. S. Lehr, Grover C. Kreglar, Ada. S. V. Burnworth, Wilbur O. Weir, Dunkirk; J. T. Glenn, N. E. Hutchinson, Kenton.

*Harrison*—Kate Simmons, Mrs. Mary P. Thompson, S. L. Eby, Cadiz; Leroy Patton, Hopedale; R. J. Dennis, Jewett; C. F. Barnes, Scio.

*Henry*—W. M. Schumacher, Deshler; H. S. Armstrong, J. D. Backus, Holgate; P. C. Zemer, Sue Rowan, Anne Rowan, Napoleon.

*Highland*—E. W. Patterson, Greenfield; F. H. Warren, Mrs. Ann Hughes Marks, Hillsboro.

*Hocking*—H. T. Silverthorn, Catherine Bowlby, Nan McBride, Lucy Bowen, Logan.

*Huron*—Martha Baker, Ed. A. Evans, Edith Hickock, Chicago, L. W. Bedford, John H. Booth, Fitchville; S. A. Kurtz, Bellevue; Clara R. Donaldson, Greenwich; J. E. Pettit, New London; A. D. Beachy, W. G. Scroggie, Norwalk. W. C. Kramer, North Fairfield; C. M. Carrick, Plymouth.

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A. Lyla Lee, Martha Marion, Jean I. Munn, Marion E. Murphy, Ida Odell, Mary K. Prentiss, Grace C. Spencer, Lulu M. Tweed, Jennie Harmon, Florence N. Taylor, Edith M. Gunn, C. W. Kime, Ida V. Fickes, Ella J. Holliday, G. W. Walker, Lyda V. Sharp, W. W. Parmenter, Steubenville, Wilson Hawkins, Anna Brettell, Mingo Junction; O. E. Binckley, Smithfield; S. K. Mardis, Toronto.

*Knos*—H. C. Fickell, Nellie Hicks, Centerburg. F. B. Levering, W. S. Borden, Anna B. Beattie, Fredericktown; C. M. Grubb, Howard, C. M. Barber, Katherine B. Fordnay, Ella D. Howe, Anna Severns, Nettie Strate, Julia Converse, R. E. Offenhauer, J. S. Alan, Anna R. Barr, Fannie Durbin, Lyda Underwood, Mary De Voe, Bertha Ferguson, H. S. Moffit, Fannie Thrailkill, Maria Chase, Iva Sproule Baker, Mt. Vernon.

*Lake*—Lucy A. Whipple, J. R. Adams, Madison; C. F. Stearnes, R. W. Henderson, F. H. Kendall, Painesville; Rosa A. Clark, Florence Reeve, S. D. Shankland, William Gillespie, Ethel Ward, Florence E. Mosher, Willoughby; A. J. Fry, Fairport Harbor.

*Lawrence*—S. P. Humphrey, N. J. Riter, Ironton.

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*Logan*—Mav F. McReynolds, J. W. McKinnon, Nellie Huston, Mary M. Roney, Bellefontaine.

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Amherst. G. P. Nowells, La Grange; A. N. Eldred, Elyria.

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Blanche Harry, C. J. Tylee, Mary Edwards, Sarah E. Henry, Katherine Milton, Florence B. Seeger, Pansy L. Bolton, Anne M. Thomas, Youngstown; Katherine McGaughey, Hubbard; Helen Cartwright, Alice Brown, Anna Evans, Tessa V. Woods, Emily Lehn, Pearl Attig, Mabel Saylor, Dena Williams, Gertrude Woods, C. M. L. Altdoerffer, Charlotte J. Lee, Youngstown; Dora Poehls, Canfield; Isabelle Jackson, Grace Carson, Laura M. Patterson, Joanna Ambrose, Cora Williams, Clara M. DeGroodt, Ida May Moore, T. H. Bulla, Youngstown; Ella Bowman, Niles; Ella M. Bell, Bessie Creed, Laura Stafford, Clara Aubrey, Anna Henry, L. Maude Baxter, Lizzie Evans, Maud Vallance, E. M. Faust, Mabel Askue, Alta Strickland, Nettie M. Justice, Jennie Palmer, Mary Thorn, E. A. Gilmore, Maggie Robbins, Adele Kaletsky, Angie Williams, Margaret Evans, Caroline Barrett, Margaret McNab, Cora I. Davis, Emilie C. Roths, Youngstown; Grace L. Ross, Shreve; Sarah Hopkins, Lorene Durbin, Sarah Armstrong, Amanda A. Beach, Youngstown; Hannah Eagan, Hubbard; Jeanette McGill, Nellie Forbes, Nellie Coe, Rachel Pridham, Edith Goodall, Youngstown; H. D. Wilcox, Ypsilanti, Mich.; Edna C. Russell, Mary Dunbar, Lucretia Hawk, Youngstown; Mary E. Straman, Ottawa; Dora Brown, Harriet B. Lyons, Rachel Thomas, Anna Kalver, N. H. Chaney, Minnie Myers, Cora Z. Parsons, Youngstown; Eliza Carmichael, Wellsburg, W. Va.; Emilie W. Gettins, E. F. Thorn, Youngstown.

*Marion*—Olla Almendinger, Etta Jacoby, H. L. Frank, C. M. Beckett, Marion; A. B. Jones, Waldo.

*Medina*—P. S. Spielman, Granger; Frances E. Thompson, J. R. Kennen, Ruth Kennen, Medina; Edna Case, Grace Hinsdale, Frank A. Lytle, Agnes Whiton, Mabel Thomas, Wadsworth; G. N. Baumgardner, Seville.

*Mercer*—Priscilla Barnes, Middleport; C. F. Coates, Pomeroy.

*Mercer*—W. A. Bair, Cora Garrison, S. Wilkin, Celina; Elsie Whitesell, Florentine Anthony, Hilda Muthart, Pertha Muthart, Bessie Patton, Katie Rohr, James Ross, Mrs. James Ross, Ft. Recovery; J. F. Snyder, Rockford.

*Miami*—L. W. Bennett, Covington; F. C. Kirkendall, C. W. Bennett, Piqua; M. W. Coultrap, Bertha Stewart, Emma Scheible, Callie Scheible, Olive Cham-

berlin, Charles W. Cookson, Troy; Orville Crist, Tippecanoe City.

*Monroe*—Edith E. Shields, Woodsfield.

*Montgomery*—W. C. Sayre, B. B. Harlan, A. J. Willoughby, J. C. Boldt, George Buck, J. W. Carr, Charles L. Loos, O. E. Wright, S. A. Minnich, G. W. Brumbaugh, Aurora B. Horn, Mary M. Gutridge, W. C. Recder, S. B. Bryant, Seth Hayes, W. H. Meck, Dayton; W. T. Trump, Miamisburg.

*Morrow*—Charles Davis, Marengo; Lillian E. James, Cardington.

*Muskingum*—W. D. Lash, Ira C. Painter, Hellen E. Printz, Mrs. L. P. Bodener, Amanda R. Hilliard, Francis E. Swingle, Ethel V. Z. Sullivan, Carrie E. Granger, Margaret Frame, May Armstrong, Mary C. Wakefield, Rudolph H. Wentz, Mary McMullin, Lottie M. Cosner, J. W. Frazier, Eura V. Wiles, Elizabeth Dempster, Mrs. Sarah J. Scott, Zanesville; D. J. Schaefer, E. E. Smock, Dresden; Ola M. Daw, Grace Wigton, Roseville; George H. Lapp, J. S. McGinnis, Nashport.

*Morgan*—

*Noble*—Rilla Thompson, J. E. Clark, Caldwell.

*Ottawa*—Mary Coffin, Danbury; L. G. Billings, Gypsum, H. O. Hannah, Lakeside; George F. Aschbacher, Oak Harbor, J. C. Oldt, W. E. Conkle, Put-in-Bay.

*Paulding*—J. H. Finley, Antwerp; L. M. Eschbach, Grover Hill; F. J. Stinchcomb, Paulding.

*Perry*—

*Pickaway*—R. H. Oman, Stanley Lawrence, H. Faham Warner, Ashville; C. L. Boyer, Circleville, Eva Durrutt, Commercial Point; Garland A. Bricker, New Holland.

*Pike*—T. W. Horton, Beaver; J. F. Henderson, Anna K. Korst, Carrie E. Johnson, George W. Caldwell, Waverly.

*Portage*—W. S. Robinson, Amy I. Heriff, W. A. Walk, Kent; H. B. Turner, Mantua; F. D. Douthitt, E. O. Trescott, Ravenna; F. B. Jagger, Windham.

*Preble*—J. R. Beachler, John O'Leary, Elma Jennings, Katherine Conrad, Eaton; L. D. Brouse, West Elkton.

*Putnam*—

*Richland*—H. E. Hall, Bertha Ruess, Austin K. Allen, C. D. Carpenter, J. M. Holmes, Mary Soyce, Mary Aberle, Kate Moore, Helen Brown, Emily Ab-

bott, Albert Bellingham, Sophia Ruess, Margaret Feldner, D. F. Shafer, Rebecca Ritchie, Lenora Horn, Lina Patterson, Carl F. Grueninger, H. L. Creveling, Jessie McKay, Caroline Lampert, Maud Miller, Matilda Remy, Florence McBride, Rose Cherry, Frank Jameson, Anna Rettig, Dorothy Waugh, S. S. Dew, Mrs. E. H. Goetter, Grace Palmer, Harriet Haynes, C. L. Van Cleve, Sarah Marvin, Anna M. Proctor, Anna E. Miller, Morrison Robb Van Cleve, Ilena M. Swaim, Mansfield; Herbert E. Leedy, W. F. Allgire, C. C. Kochheiser, Belleville; Ethel Hunter, S. H. Maharry, Harriet Beverstock, Thurman G. Black, C. H. Winans, Shelby; Martha L. Culler, Lucas.

*Ross*—M. E. Hard, W. H. Rice, W. A. Baldwin, Kate Snyder, Christine Alberti, E. M. Lippitt, Cora Groninger, Maud Dunn, Anna Jeyte, Myrtle Head, Ada Freeman, Mrs. H. T. Robins, Eva Roach, Chillicothe; E. C. Hedrick, Clarksburg.

*Sandusky*—E. F. Warner, Bellevue; Harvey Brummer, J. E. Collins, H. M. Lowe, Fremont; Stella Geeseman, Gibsonburg; E. A. Seibert, Sandusky; F. M. Ginn, Clyde.

*Scioto*

*Seneca*—S. H. Layton, T. L. Caskay, L. S. Foght, Fostoria; Mrs. Pearl B. Harris, Green Spring; C. A. Krout, H. H. Frazier, Mary Hartmann, Dora Hartman, Martha Negele, Anna M. Stone, Lisette Herbig, Celesta Stoner, Tiffin.

*Shelby*—Katherine E. Reese, Anna; Ferdinand J. Ulrich, Loramie; Lee A. Dollinger, H. R. McVay, Matilda P. McCoy, Sidney.

*Stark*—J. B. Bowman, C. F. Matthias, J. M. James, J. E. Morris, J. W. Guthrie, Alliance; J. H. Himes, Beech City; C. A. Armstrong, J. K. Baxter, W. C. Faust, F. N. Sweitzer, Maude Moore, H. M. Shutt, May King, W. F. Gilmore, Jessie Davidson, Cora Armstrong, Laura Sharp, Edna Meyer, Julia Lenzer, Gertrude Smith, Margaret Derrick, Samuel Zechar, Anna Seesholtz, Canton; Manley S. Clark, T. J. Teeble, Grace Boone, C. L. Cronebaugh, Mary Crone, Louella Sibila, Emily Wheeler, Massillon; O. W. Kurtz, Minerva; Grace Bushby, Osnaburg; William H. Geiger, Waynesburg; L. S. Hopkins, Massillon.

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McFarland Jennie F. Kenyon, W. H. Kopf, C. P. Alexander, N. L. Glover, J. E. Antron, H. V. Hotchkiss, Nellie L. Glover, John R. Smith, N. M. McCaughey, Gertrude Geeseman, G. D. Smith, Nelle L. Campbell, Akron; J. M. Carr, Barberton; R. W. Solomon, Lena A. Schaefer, Cuyahoga Falls; W. A. Hiscox, S. L. Trowbridge, Hudson.

*Trumbull* — L. T. McCartney, Bristolville; George S. Pierce, Newton Falls; F. J. Roller, Niles; C. E. Carey, Flora B. Herr, Warren.

*Tuscarawas* — F. P. Geiger, G. R. Montgomery, Canal Dover; J. H. Neff, Mineral City; J. W. Jones, Newcomerstown; Clara Creal, G. C. Maurer, Mamie Millar, Pearl Rhinehart, Bertha Rapp, Grace Lappin, Edna Lappin, Anna Goodwin, L. E. Everett, New Philadelphia.

*Union* — C. M. Boord, L. B. Demorest, Lillian Robb, Marysville; J. B. Hughes, Raymond.

*Van Wert* — J. A. Gruelach, Convoy; T. W. Shimp, Delphos; J. P. Sharkey, Laura R. Sharkey, Mame Foster, Van Wert.

*Vinton* —

*Warren* — Mary L. McCray, Clarks-ville; H. C. Eldridge, Franklin; J. M. Hamilton, Rea McCain, Laura B. Cunningham, Lucy Ross, Lucile Blackburn, Fred L. Pauly, V. S. Loer, A. S. Hill, Lebanon; Carrie L. Kreckler, Jennie Tribbey, Morrow.

*Washington* — Belle Adamson, Emma J. Arnold, Frances M. Barbour, Lauretta Becker, Mary E. Brown, Grace Clogsdon, C. E. Corwin, Mary L. Dabele, Rosella Dye, Anna Gates, Mary S. Goodloe, Daisy Hawkins, Evaline Harrington, Laura Hill, Mayme Hoffman, C. A. Hodges, Luna Hunter, Anna King, Rosetta Klintworth, Beatrice A. Kremer, Stella Leonard, Jessie Lovell, Irwin Magee, Martha Monroe, Lucy McGirr, J. V. McMillen, Elizabeth Neptune, Nellie Neptune, Minnie O'Brieness, Selina P. Pearce, Lucy Penneck, Angie V. Pixley, George M. Plumer, Mary Pugh, C. E. Reed, Helen H. Rinehart, Clara Scott, Mary L. Scott, Sabra Scott, Clara Smith, Kathryn Skipton, Stella Sprague, Carrie F. Strecker, Nora F. Thornton, Katherine Wendelken, Ora White, Frank P. Wheeler, Mary A. Wiper, Flora Zimmer, Laura Alden, Emma Best, Anna Bierschwal, James Bird, A. T. Perry, Marietta; D. F. Masters, Coal Run.

*Wayne* — J. R. Smith, Burbank; Lura B. Kean, Elias Compton, H. H. Neptune, Laura D. Fulton, Charles Hauptert, Maud L. Shamp, Anna Kostenvader, Rosa Dausmann, Martha A. Webster, Olla F. Kieffer, Frank J. Ryan, Wooster.

*Williams* — J. W. Wyandt, Bryan; T. G. Pasco, W. A. Saunders, Montpelier; M. B. Collins, Stryker.

*Wood* — N. D. O. Wilson, Anita Hard, W. F. Shaw, Bowling Green; C. F. Snyder, Dowling; B. O. Martin, North Baltimore; G. C. Scheetz, H. E. Hall, Weston.

*Wyandot* — Mary Frazee, Nevada; R. J. Kiefer, Upper Sandusky; A. O. Sieber, Wharton.

W. P. Parsons, Sheldon L. Dickinson, Horace M. Johnson, B. E. Richardson, John H. Jones, C. F. Madsen, P. H. Vernor, Chicago, Ill.; Mrs. J. S. Bon-sall, Pittsburg, Pa.; G. W. Holdon, Springfield, Mass.; O. W. Nottingham, Benton Harbor, Mich.; Edward W. Mumford, Philadelphia, Pa.; J. J. Hornberger, Northville, Mich.; W. R. Snyder, Indianapolis, Ind.; Alfred Meese, T. A. Edwards, Berea, Ky.

#### VALPARAISO UNIVERSITY.

Valparaiso University is just closing one of its most successful years. When the change from College to University was made, and the length of the terms increased, it was thought the attendance might not be so great. But the enrollment during the year has been greater than that of any preceding year and the character of the work of a much higher grade; so that commendations come not only from the students themselves but from educators everywhere. The plan has been in operation one year and has demonstrated beyond question the wisdom of the change. The school has been placed, by the State Teachers' Training Board, on the "accredited" list for preparing teachers for their work. With the high grade of instruction which the school has such a reputation of giving, together with its extensive improvements, the conditions of the new law can be met in every detail. Besides

this work, students have the opportunity of taking work in the Classical Course, the Scientific, Medicine, Pharmacy, Dentistry, Law, Music, Fine Art, Commercial work, Phonography and Typewriting, Elocution and Review.

The completion of the new buildings has added very much to the equipment of the school, which now represents an expenditure of more than a million dollars. These new buildings were erected because the increased attendance required a large dormitory; the growth of the music department demanded additional room; and the growth in the medical department made it necessary to have larger quarters. The medical building also gives additional facilities for laboratory work. During the past year the school purchased what is known as The Chicago College of Dental Surgery. This consists of a five-story building, 40 x 120 feet. The entire structure is occupied by the dental school.

Messrs. Brown and Kinsey have great faith in the University, or they would

not make such heavy investments. They believe in the future of the institution. Already arrangements have been made to reorganize it on a basis that will insure its perpetuity. Perhaps no other institution of learning meets the wants of so many young people as does Valparaiso University. The work is all honestly and conscientiously done, and of such a high grade that its credits are recognized in all the best universities.

As a mark of loyalty and devotion, on the evening of June 15th, the old students presented the University with a Five Thousand Dollar Pipe Organ for its auditorium, and the hope was expressed that in the future there would be still greater acknowledgements.

In accepting the organ President Brown said that it was not so much the intrinsic value of the gift as the spirit in which it was given that brought him and the school happiness. Nearly a thousand of the alumni from all parts of the United States were present at the dedication. It was the greatest day thus far in the history of the school.



# THE OHIO EDUCATIONAL MONTHLY

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## THIS IS ANOTHER DAY.

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BY DON MARQUIS.

I AM mine own priest, and I shrive myself  
Of all my wasted yesterdays. Though sin  
And sloth and foolishness, and all ill weeds  
Of error, evil, and neglect grow rank  
And ugly there, I dare forgive myself  
That error, sin, and sloth and foolishness.  
God knows that yesterday I played the fool;  
God knows that yesterday I played the knave;  
But shall I therefore cloud this new dawn o'er  
With fog of futile sighs and vain regrets?

This is another day! And flushed Hope walks  
Adown the sunward slopes with golden shoon.  
This is another day; and its young strength  
Is laid upon the quivering hills until,  
Like Egypt's Memmon, they grow quick with song.  
This is another day, and the bold world  
Leaps up and grasps its light, and laughs, as leapt  
Prometheus up and wrenched the fire from Zeus.  
This is another day — are its eyes blurred  
With maudlin grief for any wasted past?  
A thousand thousand failures shall not daunt!  
Let dust clasp dust; death, death — I am alive!  
And out of all the dust and death of mine  
Old selves I dare to lift a singing heart  
And living faith; my spirit dares drink deep  
Of the red mirth mantling in the cup of morn.

—Scribner's Magazine.

## THE ECONOMIC RELATIONS OF EDUCATION.

BY DR. W. O. THOMPSON, COLUMBUS.

The purpose of this paper is to offer a few remarks that may suggest the fundamental importance of education from the standpoint of the economic relations involved. A study and interpretation of the physical forces of the universe naturally followed with the growing intelligence of primitive man. We can understand why with limited intelligence he should stand in awe before these forces and that the study of them would increase as his intelligence widened. From the superstitious worship of primitive man we may trace a steady progress to the reverent mind of modern science and philosophy. In the ultimate analysis of these forces recognizing the universal reign of law and the equally manifest fact of personality a rational explanation led up to the conception of a supreme personality we call God. Modern thought reverent in the presence of this great First Cause recognizes man as the crowning masterpiece of the universe combining the highest expression of the physical with the inspiring ideals of the spiritual. In the study of the development of the world we recognize man with the motives and forces that move him as the determining factor in the evolution of what we call civilization. It is not physical force or physical resources but intellectual, moral and spiritual forces represented in man that determine and fashion civilization. These physical forces and resources are the responsive servants that a masterful personality may direct for the com-

fort, convenience and further progress of the individual and the race.

In the increasing mastery over physical forces which to a large degree measures the progress of man, two important elements are present, that of religion and that of education. These two elements to a considerable extent may be interpreted each in terms of the other, for by no distinct cleavage may we separate the area of religion from that of education. This paper, however, presents the place of education as one of the fundamental forces determining civilization.

It is a common conception current even among educators that education is a burden that civilization must carry as a means of perpetuity and progress. We must educate or we must perish is a familiar war cry. With this has been associated the teaching that education must be supported as a gratuity or a charity and as a kind of guarantee of the perpetuity of civilization. There is a truth here but associated with it has been a notion that civilization or more specifically the taxpayer with commendable generosity has been supporting education as a burden placed upon him because the law so provided. The purpose of this paper will be to suggest that this is a fallacy, and that the truth is that civilization itself is the burden, if we may use such a term, which education does carry. That is to say, civilization is not the cause but the result of education. To be sure there are relations of mutual helpfulness

but ultimately in our analysis I maintain that education lies fundamentally at the basis. If this be true, our conception of its importance and therefore of its support should be modified.

Political economy has for a long time directed our attention to land, labor and capital as the three elements and forces that determine the production and consumption of wealth. Wealth has been regarded as the necessary condition of the progress for the individual and society. In our economics we have placed undue emphasis upon wealth as influencing man and too little emphasis upon man as influencing wealth. This fallacy will be found to lie in the Malthusian theories. Back of all these forces treated in political economy, however, is the personal force of the individual with which education has to do. In the analysis of society and the forces of civilization we shall discover the character of the individual as the final explanation of all progress. The progress of civilization is measured in terms of the progress of man. Here is where education finds its field and wins its triumphs. The individual is at once the cause, the interpretation and the justification of civilization. In seeking, therefore, to develop the possibilities of the individual we are seeking to develop and make possible literally a new heavens and a new earth—a new civilization. In the study of the economic relations of education let us first state a few of the commonly accepted results of education. These are —

(1) That education develops the initiative.

(2) That education develops power, skill and efficiency.

(3) That education develops vari-

ety of talent, of taste and of capacity for enjoyment and service.

(4) That in the development of this variety education awakens desires, ambitions and ideals that are the evidences of culture widely separating the educated man from his primitive ancestor.

(5) That education arouses and sustains the higher life expressed in better physical conditions; in wider intellectual sympathies; in a clearer conception of ethical relations, in a profounder spiritual unity and in a practically unlimited diversity as expressed both in the individual and his achievements.

(6) That education does modify and change the character of both the individual and the race.

With these results of education even imperfectly realized, what shall we say of their economic importance? First of all the educated man is the man of awakened desires. Desire is the basis of economic demand. He is the man not of a few and simple wants but of many wants. This sense of want, this increased desire, is the result of an intellectual and social awakening. The more education the more numerous are the wants and the more imperious the demand. Education initiates, organizes and emphasizes a person's desires. It opens the vision of better things and develops the capacity for enjoying them. It cultivates the desire until it arouses action to meet it. Here are the essentials of a market. In fact, the educated man is the market and creates the market. He makes the demand and furnishes the supply. However, the more the educational process is encouraged the more numerous and wider the reach of these desires. In a very real sense the perception and enjoyment of the

best turns us away from the less worthy. The mastery developed through education makes the satisfaction of the elementary and necessary desires easier and of the higher and newer wants possible. It is not so much, therefore, the increase of goods that raises the standard of living as the mental state of the man who has come to taste the higher life. Thus the luxuries of one day become the necessities of another, which is but another way of saying that education has so changed and widened the horizon of the individual that he makes a larger demand upon the supply of the world for the things with which to sustain his life. The economic importance of the educated man as the world's best and most stable market will steadily gain in appreciation.

However, the fact of variety developed through education is fundamental in the question of a varied industry concerning which we hear so much. Variety of desire calls for a division of labor making demand for every possible talent. It is the highly diversified society, itself the product of education, and not primitive society that can make profitable use of a variety of talent. The limit of this law of diversity of talent is foreshadowed only by the suggestion of the limit of education and the human mind. As has been well stated (Guntton *Principles of Social Economics*, p. 80) "The progress of society consists in the differentiation of man's relations, and that every differentiation in the social polity is simply an effort to better adapt his social environment to the more complete gratification of his wants." The wonderful diversity and variety in the products of modern industry with the manifest tendency toward a

better grade of finished product, has come about through an education of the ordinary purchaser. He has improved the character of the demand by insisting upon better products and thus led the way to better wages, firmer markets and a clearer margin of profit. This variety of taste has not only affected the variety of product but has by specializing industry opened up an opportunity for talent hitherto unusable and directly checked the fierceness of competition while encouraging the development of initiative. By this process every man with a new idea, a new invention, a new efficiency, a new service, has practically the whole world for his market. Beecher with his pulpit had no competition and the world for an audience. The modern telephone and other inventions have created business, increased the efficiency and comfort of society, and made a world of new relationships. Now education is not the source or cause of monotony. God has made this world a place of infinite variety and beauty. To man he has given a diversity of gifts. Education develops this diversity and thus enlarges the world of ideas, of men and of markets. Into this larger world the teacher is constantly introducing the student. He is leading him away from the narrowness and provincialism of ignorance. The primitive men all look alike, feel alike, act alike and live in the same narrow world. Here the struggle for existence and the survival of the fittest have free play. The economic conditions are the simplest, if indeed they exist at all. Education promptly changes all this. The awakened individual becomes the producer, the frequenter of the market place, the larger consumer, society emerges and

civilization develops. This contrast is sharper where we recognize that education develops individuality and initiative while protesting against any and all attempts to produce uniformity of result and against all school methods that hamper the free expression and development of the individual. That is to say, the development of man's intellectual and social horizon makes a demand for capital, for human labor and for all that goes to make up the sum total of human industry. The practically unlimited variety of modern human industry is due to the widespread influence of education. So long as education was for the few and confined to the study of a few subjects the latent talent of the millions was of no service. With the dawn of universal education there has come an awakening among us that has stirred the multitudes and affected every line of human industry. The technical term "division of labor" has a new and richer meaning than Adam Smith ever dreamed of. In the matters of food and clothing we have passed from the simple and unattractive to the beautiful and the useful. The modern merchant, manufacturer and carpenter are in league with the artist and the engineer to make the matters of commerce meet the critical taste of the educated man. So true is this that every one enters protest against the lack of taste in architecture, of beauty in our cities, of comfort in our homes, and indeed of the unlovely everywhere. The economic importance of all this striving for better things due to the inspiration of education has not been clearly appreciated or fully acknowledged. The school, the scholar and the influence they have set at work are making fortunes possible and em-

ployment a fact to millions of people. It is the man that makes wealth possible; not wealth that makes man possible. The educated man is constantly engaged in a world building process in which he must provide both the labor and the capital.

Moreover, it may be well to call attention to the persistency of the demand made by education. The educated portion of the world has come to know and appreciate the best things. It will persist in its demands for these things. This persistency of demand is the star of hope in our democracy. Economically speaking it is the key to stability of markets, of values and of prices. The educated man persists in his demand for the things he appreciates, and this persistence of demand has more to do with the stability of markets and with perpetual prosperity than any one other element. I should go further and say it is more important even than tariff legislation. We have been slow to see that men and not laws make markets. In a broad way we need to look only to the fact that in the four great nations where education is most developed the markets are best and famines are fewest. The political economist of the future will see more than a mere coincidence in the fact that the more broadly educated nations have the most stable conditions financially, commercially, industrially and socially. The progress of civilization is due to the happy co-operation of the conservative and progressive elements in society. Modern education while sweeping away the conservatism of superstition and tradition and checking the tendency to forget reason on the part of the radical, has given intelligence and direction to both, thus insuring a healthful pro-

gress. It is not a question of mere population nor of natural resources that makes the contrast in permanency of markets, of prices, values, and of commerce between the United States, Great Britain, France and Germany on the one hand, and China and India on the other. The Philippine problem is one of better roads, better houses, better clothing — in a word, the things that result from a better education. The first man in demand after the treaty of peace was the teacher. He was fundamental in the economic development. The Government wanted markets. It was not a mistaken policy that said the teacher would produce them. His method of work is to hold up the ideal and then urge the pupil to pursue it, persistently pursue at any cost. No true teacher ever lowers that flag. This elevation of the individual which is constantly going on in every quarter of the land is preparing a persistent demand to which only a persistent supply is adequate. With the increase of education not only the quality of this demand persists but the quantity of it is enlarged. The essential element of material prosperity is provided every time a well educated person appears.

Again it is usual to observe that education develops power, mastery and efficiency in living. These are the qualities that enable a man to support himself and to maintain the highest standard of living toward which education constantly tends. The economic importance of this may well be emphasized. The primitive man knows little of wealth or a leisure rich with pleasure. He is dependent upon the gratuity of nature for a considerable portion of his comfort and pleasure. The educated

man is also dependent, but upon gratuitous nature plus the initiative of an awakened individual. Now the most characteristic features of modern progress lie in the area of the mastery and dominion of the educated man. The whole wide field of applied science and of modern inventions has been opened through the operation of education. This has changed the standard of life and human comfort and brought new life and outlook to commerce and trade. Speaking broadly it is manifest that the most widely educated nations of the earth have been most influenced by this new standard of life and are also the best markets of the world. The less educated nations are the markets only for the surplus of commerce, and no special vision is needed to see that as education makes its progress in these countries the markets will widen and develop. There is an economic importance in the fact that the Sultan of Turkey is riding in an automobile, especially when we consider that a short while ago the same authority opposed the introduction of the sewing machine and the telephone. Education even in Turkey steadily raises the standard of living and develops a new market. It has been said that the obstacles of progress are in men and not outside them. With equal or greater truth it may be said that the cause of progress is in men and not outside of them. Because education reaches the man first and awakens him to a new world of power and possibility it becomes the source of all progress. The awakened man means a new world — a new market and new conditions of life. Education is thus steadily bringing man to his own. Through increasing intelligence — a better interpretation of

the universe — a better knowledge of its laws and forces—a better control of his own powers, man is steadily achieving mastery and dominion and realizing his own freedom. The economic importance of this freedom realized in men merits an attention and appreciation to which the future will give more adequate recognition and expression.

One other feature may be mentioned — the relation of education to industry. We have revised our conclusions on this point. The time was when many believed education would relieve from work. The truth is now recognized that education leads into work. It is no mere coincidence that the educated people of the world are the busiest people. The most active people of the globe to-day are found in the Governments where education has a free opportunity. Education, if true, leads to service — a service that shall not end in any private ambition, but in a genuine contribution to public efficiency. Education not only fits for service by developing power, skill and efficiency, but by presenting the ideals that lead men on to duty and achievement. An educated idler is absurd if not unthinkable. Men are coming to distinguish between "working for a living," and "working as a calling," and living as the crowning glory of service. Education makes a man larger than his greatest deed, puts into him the ideals that lead to the glory of achievement. The atmosphere of every school room is charged with the currents of industry; every scholar lives in a world of action. The idleness, indifference, and the vices that go with ignorance are cast out by education as so many devils, and the individual redeemed to industry, thrift, service and char-

acter. This attitude of the educated man is of profound significance in determining the character of the world in which men may live. Educated men will not contemplate with satisfaction a world of idleness, indifference or stagnation. The best families where education and wealth have flourished for generations manifest this high spirit and refuse to consider the possession of wealth a call to idleness, but regard the possession of talent as a call to service. This is the legitimate outcome and may be accepted as the first fruits of the better harvest to which education is bringing us.

In summing up the economic relations of education we return to the teacher. He is the masterful personality in the presence of all these forces who organizes, directs and stimulates the uprising generation to achievement, mastery and freedom. So the teacher whether he be teacher of religion or of education; of philosophy or of science; of agriculture or of mechanical arts; of manual training or of domestic science; of language or of morals; in any or all of these places the teacher is indeed the master who trains the men who make markets, commerce and civilization even a possibility. What we do for education is not then a burden; it is rather an opportunity. The money we give is neither charity nor the payment of a debt; it is an investment to guarantee the perpetuity of man and of markets; of history and of literature; of our own achievements already made and of those of our children yet to be made; in a word, the money invested in education is an expression of both faith and desire that a progressive civilization shall not perish from the face of the earth.

## THE RURAL SCHOOL PROBLEM.

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E. C. HEDRICK, CLARKSBURG.

That the rural school question is of vital interest to-day, no one will attempt to deny. When such a one as Dr. Thompson, a man of national reputation, makes the assertion that the interests of the State institutions should be second to those of rural schools, then we may rest assured that this is a living and important question. As we listened to the enthusiastic and eloquent plea made by one of our worthy members of the Legislature, Mr. Shankland, we were impressed with the fact that the rural school has a worthy advocate in the Hall of Representatives. Last, but by no means least, it is most encouraging to the advocates of better rural schools, that you, Mr. Editor, are bringing this matter to the attention of the readers of your most valuable educational paper.

But it occurs to the writer that it is not enough to discuss this question at our associations, and through our magazines. We must get this matter before the people of the rural districts, and it seems to me that much could be done through the *Farm Journals*, the *Town Paper*, at *Farmers' Institutes*. Township superintendents and those interested should place the June issue of the *MONTHLY* in the hands of members of Boards of Education. We should discuss it with them and other influential citizens. We must get them to thinking on this most important question, then and only then can we expect them to act favorably in the matter of better schools for the rural districts.

In the seven years' experience as

township superintendent, the writer has been able to study the conditions of the country schools, both those with supervision, and those without it. He has been convinced of the fact, that in general, the patrons are anxious for better schools, that they are progressive, and that they appreciate good school advantages. They are not so ignorant of school matters as our city superintendents would have us believe. They appreciate a good commencement with an address along educational lines, as well as do those of our cities, and we do not think it is boasting to say that the young' ladies and gentlemen who graduate from these township schools compare very favorably with those who graduate from the city schools. If this is true, and we honestly believe it is, then it behooves the State to do its utmost to give every township in the State a system of schools.

Just what this system should be, there are various opinions; but I think we all agree that there should be intelligent supervision, and where practicable, centralization. From a financial standpoint, county supervision is preferable; but from the standpoint of real vital interest of the rural schools, it must come closer to the teachers and to the pupils. Where centralization is possible, there the question of supervision is solved. Then we would have a system similar in many respects to that of the city, but with the added advantage of having better material to work upon, better conditions for study, especially home study, and the prospect of turning out a more valuable product.



The writer is not in favor of a too rigid system, which crushes out the individuality of either the teacher or the pupil. We are of the opinion that this is true of many of the city schools. The supervision for the rural schools must not be one of cut-and-dried method, but an intelligent, helpful one to the teacher, to the patron, and to the pupil.

With supervision, we believe will come better teachers. There must be better preparations for the profession, if we may call it such. Our Board of Education took a step in the right direction when it passed a resolution that all inexperienced teachers must take a summer term in some school for preparation, before being eligible to a position in the township. This was followed by a small increase in wages. When we can get our Boards of Education to see the necessity of a better preparation, and a willingness to pay better wages to those who show this progressive spirit, much will be accomplished that will be helpful to the rural schools.

J. R. CLARKE, ENON.

I have before me the report of a meeting of representative farmers of Ohio, in 1856. A topic for discussion by this little group of men was "How Can We Get Better Schools for Our Country Children?" A query inspired by this theme came from one of the men as to "How can we get better teachers?" Now, as then, this is the question that *must* be answered before the rural school problem is solved.

Where school interests and sentiments are at high tide; where heart and head, and hand touching (township) supervision is; where the profession of teaching is honored by the

country folk; where the township high school grows and flourishes; where school work has genuine sinew and backbone; where mature minds (not the "kids") teach the children; where every neighbor feels an interest of deep, abiding faith in the scholars of the school, here the teachers of the self same spirit of the Master form the great undertow and current of the educational flood.

When some omniscient sage shall devise ways and means of procuring such teachers for our schools and over them place township (or district, not county) supervision of vital, helpful, loving force, then will the rural school problem be greatly bettered.

There is one more element in the rural school development that leavens and inspires; it is the spiritual and ennobling sentiments in the men referred to in the first paragraph of this note; that spirit of unprejudiced and unselfish interest of these men (both then and today) of tanned hands and sun colored faces, whose hearts, hopes and fancies as guided by the soulful, earnest teacher, and whose hands and speech are ever ready and always seeking to create good opinions of the patrons of the school for it. This spirit has given us the history of the past, for all school work is not done by the teachers; this same spirit is worth reckoning with seriously and thoughtfully, for it will give us the schools of the future. It can be created by no legislature, wise or otherwise. County supervision is too far removed to ever water it that God may give the increase; supervision at closer range will be more effective, more concentrating.

So the school problems today need teachers big enough to mix without losing the respect and homage due them, and needs rural folks big

enough to mix with the pores open and hands willing.

The great weaknesses of our school systems today are: (a) The want of heart to heart teachers of ability; (b) Many boards of education deal with the schools, district by district, instead of using the township as a unit. The legal assignment of the teachers to their schools by the superintendent after their election, would break this up, and should be provided for by law; (c) Too many novices, nieces, nephews, sons and daughters and other favorites on the rostrum for revenue only; (d) Too little pride in parents' and teachers' part in the accomplishments, mentally and morally, of the country boys and girls; (e) Too awful many little isolated schools — isolated teachers and isolated pupils; (f) Lack of efficient township supervision with a limited number of townships under one head; (g) Last, but not least, — our one great loss is some one's else perpetual gain. I refer to the regular systematic drawings of our best teaching power and skill to city schools and to other professions. Such a drain of professional acumen and character from the rural schools is our master loss and is irreparable. Right now it is very serious and hard to prevent. What a mighty change would we behold if the magic wand could place the Joneses, the Whites, the Van Cleves, Coxes, Corsons, the Dyers, and others of their like, over our schools and some of us smallest fry over the city schools! Really, why not keep such as these in the country schools? Yes, why not?

But this is not the day of repining. The legislature, the lobby, the authors and book-men, the apparatus and chart men, and now the library men, have all had their inning. These all could really lay off for ten years if

the superintendents, teachers, and patrons of the first paragraph will just hitch up together and (not balk) pull, "boost," not "knock." And now maybe it might be just right to "stand pat" for five, or ten, years on the legal phases and work real heartily on what we have on the statutes. Is it not possible that too many changes in school laws may become a real weakness?

M. C. WARREN, GROVEPORT.

Owing to the general reduction in numbers in the rural schools, the first essential in the solution of this problem is the consolidation of those schools and the transportation of pupils at public expense.

Supervision is the second essential. A competent supervising officer is needed for every school. In the rural schools of today, the teacher is responsible to no higher authority than himself, while he should be responsible to a supervisor. Responsibility begets better efforts. The supervision should be of such extent as to engage the entire time and attention of the supervisor. To accomplish this end, schools need to be combined, or the territory supervised, enlarged. Usually, the township unit is too small, while the county unit, though possibly a trifle too large, will better serve the purpose.

The rural schools are suffering from a lack of trained and experienced teachers. This can be remedied most easily by making teaching such a profession that the wages received will be commensurate with the dignity and importance of the work to be done.

DANIEL W. KLEPINGER, DAYTON

The rural school problem — what is it? I am not sure I know that the

rural schools have a problem distinct from that confronting other systems. Better trained teachers are needed in all systems. More efficient supervision would strengthen the rural school.

It is observed in these parts that quite the majority of the brightest young graduates from our rural high schools do not desire to qualify for teaching, but prefer to qualify for other professions, or to enter at once in other more remunerative business.

Our rural schools ought to command the service of the very best of our rural high school graduates. Much better salaries will secure their enlistment in the profession, otherwise the rural community must be contented with the second class (few exceptions). No remedy is at hand as to the method of securing better salaries.

County supervision? No, the territory at least in this part of the state entirely too large. So large that a county superintendent's work as a *real supervisor* of the work of the teachers and pupils would be well-nigh worthless. The work of thirty to fifty teachers, scattered as they are, is enough for thorough supervision. The union of several townships for this purpose would go far toward bringing about greater efficiency in the rural schools.

#### THE JUDGE AND TIM.

A new story about Judge Lindsey is going the rounds of the newspapers. It is a particularly significant one, and teachers may well heed the point of it. There are many Tims in the schools.

Judge Lindsey, the famous "children's judge" of Denver, does not believe that there are bad boys. "Boys do bad things," he has been heard to say, "but they aren't really bad them-

selves. There is a lot of good in the worst of them, and we can usually find it if we try." Perhaps of all the public men interested in the welfare of the so-called bad boy, he has been the most successful in finding the good he speaks of so optimistically.

There are cases, however, that are baffling even to his patience. One of these was that of a thirteen-year-old boy who was brought into the juvenile court on a charge of truancy. Tim was a bright looking little chap, and the judge expected that his kindly admonition would bear immediate results, but he was disappointed; for at the end of the fortnight, when Tim was ordered to bring his teacher's report, in accordance with the system organized by Judge Lindsey, he presented a sad record of almost continual absences from school.

"You must do better than this," said the judge.

"Yes, sir," was the answer; but at the next report day there was no improvement. "Tim will stay out of school to work," wrote the teacher.

"Tim," said Judge Lindsey, looking across the table where he always sits with cozy informality among the boys brought into court for varying degrees of delinquency, "don't you know that if your mother was living she'd want you to go to school? Your aunt is good to you and gives you a home, and you don't have to work. Now's the time when you ought to be studying. You can work when you are a man."

"My father's a man, and he don't work!" blurted out Tim. "He went off and left mother an' me. I guess that's what killed her." The boy gulped down a sob, and the judge said gently: "Your mother wishes you to be a good man, and you must begin by obeying the law and going to school."

Tim's reports still continued to show absences from school, and to one report the teacher added her opinion that it was hopeless to try to keep Tim at his studies. Still the judge was not discouraged, and he spoke again to the boy, urging him to mend his ways, and was answered only by an almost sullen stolidity of expression which did not seem to promise well. But at the end of the next two weeks Tim appeared with a happy face and a much improved report card.

He pulled a soiled and crumpled paper from his pocket and handed it to the judge. "I'm goin' to remember all the things you told me and I'm goin' to school regular, now I got that done," he said, which proved to be a receipted bill, and found that, little by little, Tim had paid fifty dollars for a headstone at his mother's grave.

"My boy, is that what you've been doing all these months?"

"I wanted her to have a monument, judge." Tim furtively wiped away the moisture in his eyes. "She done a lot for me; that's all I could do for her now."—*The School Journal*.

# **NOW.**

BY CHARLES R. SKINNER.

If you have hard work to do,  
Do it now.

To-day the skies are clear and blue,  
To-morrow clouds may come in view,  
Yesterday is not for you;  
Do it now.

If you have a song to sing,  
Sing it now.

Let the tones of gladness ring  
Clear as song of bird in spring.  
Let every day some music bring;  
Sing it now.

If you have kind words to say,  
Say them now.

To-morrow may not come your way,  
Do a kindness while you may;  
Loved ones will not always stay;  
Say them now.

If you have a smile to show,  
Show it now.

Make hearts happy, roses grow,  
Let the friends around you know  
The love you have before they go;  
Show it now.

—*New York Sun*.



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F. B. PEARSON, - MANAGING EDITOR.

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Western School Journal, Topeka, Kan.  
Western Teacher, Milwaukee, Wis.  
Wisconsin Journal of Education, Madison.

Now for the institutes. They will be good or otherwise according to our own interest.

\* \* \*

THE membership of the O. T. R. C. has gone beyond the ten thousand mark and we are all happy.

\* \* \*

IT is a trial to get up before breakfast and to work between meals, but the worker moves the world.

\* \* \*

IT is well to consider how we may make our school better and not spend much time thinking of how much worse is might be.

\* \* \*

THESE are the halcyon days when our school gardens should receive our care. Flowers about a school-house look well just now.

\* \* \*

THE fee has been abolished for O. T. R. C. members and the institute should furnish the county secretary a fund to meet expenses.

\* \* \*

THESE promotions that are taking place all about us are an indication of an upward tendency in school affairs that is most gratifying.

\* \* \*

THE paper by Dr. W. O. Thompson in this number was read at the N. E. A. meeting at Los Angeles. It should be read by every teacher.

THE MONTHLY is trying to throw floods of light on the rural school problem by publishing articles by people who know the subject.

\* \* \*

THE Columbus *Dispatch* has given great happiness to many Ohio teachers by giving them a trip to Europe or to Jamestown this vacation.

\* \* \*

PENNSYLVANIA follows the lead of Ohio in passing a minimum salary law for teachers, and puts the minimum at forty dollars as we have it here.

\* \* \*

LET'S see if we can't devise some plan by which the boys and girls may be kept in school the whole of next year. It is worth our best efforts.

\* \* \*

MANY good positions were secured at Put-in-Bay and these teachers now realize that membership in the Ohio Teachers' Association means something.

\* \* \*

THE teacher is the really important factor in all this school business. She it is who gets at the heart of the situation and makes for better things the world over.

\* \* \*

THE fifty-nine teachers who obtained life certificates are most heartily commended and congratulated by the MONTHLY. They deserve unstinted praise.

\* \* \*

WE have excellent books for the Reading Circle this year, and we shall all do well to master the contents. With but one book on Pedagogy we should feel quite comfortable on the subject at the examination.

THE Franklin county teachers did themselves proud and there is small wonder that the Ohio Teachers' Association honored Supt. Shawan in electing him President.

\* \* \*

THE paper by Commissioner Jones at Put-in-Bay sums up the report of the School Revenue Commission admirably and deserves a very careful reading by every teacher.

\* \* \*

ONE dollar will bring the MONTHLY to you for an entire year and every issue will contain much that will help every teacher—whether in the country or in the city.

\* \* \*

THE teacher who shows the open mind and responsiveness at the institute is the one who will derive most benefit from the program. The impression is in direct ratio to the expression.

\* \* \*

SEEING that more than sixteen hundred teachers became members of the Ohio Teachers' Association this year it is but reasonable to expect at least twenty-five hundred next year. It is worth working for.

\* \* \*

IF each county will elect a wide-awake, earnest, industrious, persevering teacher as county secretary of the O. T. R. C. and then this secretary will select a teacher of like qualities from each township, and then all these go to work at once, there will be success.

\* \* \*

IF you scanned the list of names from Cuyahoga county you must have felt that such a noble list as that did not come by chance. We are not inclined to try to locate the responsibility for that list but it is

pleasant to see how nobly the teachers in that county responded to the call.

\* \* \*

THE report of the School Revenue Commission is a notable document and presents facts and figures that are indisputable. It will be well for every teacher in Ohio to become conversant with this report that its spirit and purpose may be widely disseminated.

\* \* \*

PEOPLE who have attended state meetings in different parts of the country say that our Put-in-Bay meeting shows a fine spirit of unity that they have not seen elsewhere. That is because we are all working together doing the sort of "team work" that always wins.

\* \* \*

THE young teacher only needs to look about her to see that the best teachers in the country make definite plans to supply themselves with at least one educational paper, with the books of the the O. T. R. C. and with whatever else will better fit them for their work. This beginner in the work may well emulate the example of the more experienced.

\* \* \*

IN a few weeks we shall all be preparing to resume the active duties of the school, but just before doing so we shall do well to take an inventory of the profits that have come to us during vacation. Happy the teacher who has to his credit the record of many days well spent, many good books well read, many good plans well wrought out, and many aspirations for better work.

\* \* \*

THE Ohio State Library is performing a noble service for Ohio through its department of traveling

libraries. In the past year 1,027 of these libraries were sent into different parts of the state and, at this rate, the average will soon be one to each township. These are sent out without cost save only the small item of expressage, and the wonder is that requests for these libraries do not come in from every school district.

\* \* \*

You will find it in "Fraulein Schmidt and Mr. Anstruther," a new book from the press of Charles Scribner's Sons. Here is the way the author puts it: "She said there was nothing so good for one as being stirred up, that only the well stirred ever achieved great things, that stagnation never yet produced a soul that had shot up out of reach of fogs on to the clear heights from which alone you can call down directions for the guidance of those below."

\* \* \*

WE note with pleasure that the National Educational Association has appointed a committee to report on industrial education for rural schools. This is a fertile field and has long been awaiting the right plan. It is earnestly hoped that one year hence we shall have a plan that will appeal to all who are in any way interested in this vital question, and that will appear so right and feasible that boards of education, parents, teachers and pupils may all incline to adopt it with eagerness.

\* \* \*

THE golden-thrush was once a bird-of-paradise, but was robbed of its bright plumage and thrust out. Now it is forever seeking the one magic tone that will restore its pristine splendor and gain for it a re-entrance into the delectable country. Day by day it tries new notes hoping, hoping, to catch the magic one.

It does not despair but perseveres, day by day, and some bright morning, let us hope, it will catch the note that will cause the gate to swing wide open to admit it to the joys that are within.

\* \* \*

PEOPLE whose hearts are growing old might take exception to the fun at Put-in-Bay on the evening of relaxation, but it should always be borne in mind that the people who can relax most completely are the very people who work with the greatest intensity. Indeed, it is the relaxation that fortifies them for their work. No one enjoyed the fun at Put-in-Bay more than the men and women who are in the front rank in our profession and who, in addition to their regular work, are doing such noble service in promoting the interests of all the teachers.

\* \* \*

To all the Patterson graduates of Ohio, and their name is legion, we extend congratulations and express to them our earnest wish that September will find them enrolled in high schools. Their work has only just begun, and we hope they themselves, their parents, and their teachers may take the same view. The year 1907-08 will never return to these young people and that year's work must be done at that time or not at all. It were a pity to have them drop out of school now for any cause, and we hope that all their friends will urge them to continue the work they have begun so well.

\* \* \*

WE shall all be glad to see the report of the N. E. A. committee relating to the teaching of morals in the public schools. This question is the despair of teachers, at times, and these teachers will rejoice to have a

way marked out for them. This is a question that has to do with the success and perpetuity of our civilization. A boy who cheats in a school examination will likely be subservient to the grafter later on. The girl who writes her own excuses signing her mother's name will not become a tower of moral strength in after years. It is a difficult question, but it is worthy the fullest consideration.

\* \* \*

THERE is a dearth of teachers just now and special inducements will be offered for the right sort before the Ides of September. The temptation will be strong for some of us to accept more lucrative offers, but we owe it to ourselves and to our profession to abide by our contracts unless we can be released from them honorably. If we violate our contracts, whether written or verbal, we discount ourselves and bring reproach upon the whole profession. We can afford to lose money, but we can not afford to repudiate a contract that the board of education made with us in good faith. In our practice we must exemplify that high sense of honor which we preach.

\* \* \*

HERE is a quotation that needs more than a single reading: "People are born in one of three classes: children of light, children of twilight, children of night. And how can they help into which class they are born? But I do think the twilight children can by diligence, by, if you like, prayer and fasting, come out of the dusk into a greater brightness. Only they must come out by themselves. There must be no pulling. I don't at all agree with your notion of the efficiency of being pulled. There is no help, except what you dig out of your own self; and if I could



make you see that I would have shown you all the secrets of life."

\* \* \*

THE election of Supt. Cooley to the presidency of the National Association is a high tribute to the man and to the sort of work he is doing for the Chicago schools. His task has been a hard one, but with patient perseverance and the utmost good-nature, he has gone straight forward in the discharge of his duty and now finds himself master of the situation. While fighting his own battle he has been winning victories for every superintendent in the land who believes in divorcing the schools from parties, factions, and cliques. For his noble efforts in this cause he was made President of the N. E. A. and the honor was most worthily bestowed.

\* \* \*

THE recent State Examination was made notable by an event that was out of the ordianry. The last day of the examination fell upon July 4, and it occurred to Supt. Powell and Supt. Humphrey, who were on duty at the time that it would be altogether fitting to have a short patriotic celebration. Accordingly, pencils were put aside for a time and all the applicants joined in singing National airs under the leadership of Miss Anna Johnson of Sidney. Then Supt. Humphrey made a short and appropriate address, after which work was resumed. The occasion will long be remembered by all who were present.

\* \* \*

APROPOS of nothing, here's a quotation from a book which will become famous inside of six months: "I could never be a school-mistress. I should be afraid to teach the children. They know more than I do; they know how to be happy, how to live

from day to day in god-like indifference to what may come next. And is not how to be happy the secret we spend our lives trying to guess? Why then should I, by forcing them to look through my stale eyes, show them as through a dreadful magnifying glass the terrific possibilities, the cruel explosiveness of what they had been lightly tossing to each other across the daisies and thinking were only toys?"

\* \* \*

FOUR thousand teachers, and more, have been attending summer schools in Ohio this vacation, and four thousand teachers have now a larger outlook upon their work, a wider intellectual and professional horizon. They are looking at things in a larger way and their schools will all be the gainers for their experience. They have come in contact with other teachers; they have caught something of the spirit of their instructors; they have made advances into the realms of scholarship; they have had new environments, and all these things have conspired to strengthen them for their future work and to give them a richer endowment of hope, of brightness, and of radiant life.

\* \* \*

THERE is small cause for wonder that the superintendents of Ohio are interested in the right solution of the rural school problem, seeing that most of them are the product of these same rural schools. There the foundations were laid in their education and there their hearts have their home. It is the pure sentiment for their childhood experiences that makes them long to see the school in the old home district amplified and glorified. Besides, the rural school was the scene of their early struggles in teaching and the memories of those

days cause them to yearn toward the little school-house by the side of the road modestly hiding amid leafy bowers.

\* \* \*

WE learn in the subject of physics that matter is indestructible, that it may change its form but is never lost. Similarly, it may be asserted with confidence that no good school work is ever lost. It may be obscured for a time, covered over with extraneous matter, but in the end it will show itself, and be none the less luminous for the penumbra. We are impatient folks, and want to see results at once, but rain and sunlight do not change the oak tree perceptibly in a single day. We need but to hold on and be sure that our work is right and then exercise large faith and patience.

\* \* \*

It is so much better to quote. It is such an easy way to fill up space and then the other people say it so much better. Here it is: "When I am contented, and everything is just as I like it, I can philosophize beautifully, and do it with a hearty sincerity that convinces both myself and the person listening to me; but when the bad days come, the empty days, the disappointing, chilly days, behold Philosophy, that serene and dignified companion so long as the weather was fine, clutching her academic skirts hastily together and indulging in the form of rapid retreat known to the vulgar and the graphic as skedaddling."

\* \* \*

THE N. E. A. will meet in Cleveland next year, and that means that Ohio will be the storm center of educational affairs during the coming year. Cleveland will have every right to expect help from Adams, Meigs, and all the other counties of

Ohio in her efforts to make this meeting eclipse in point of numbers all its predecessors. The attendance of Ohio teachers ought to be fully ten thousand for this is the chance of a lifetime to attend a meeting of this great body right at home. Cleveland will do her part. There is no doubt of that. They have the kind of people in that section that do things. If all other sections of Ohio do their full share, the honor of Ohio will be fully sustained.

\* \* \*

THE blessed fairy! What a good angel she is! With her magic wand she disperses the mists and the good world is uncovered to the bewildered gaze. Here are streams that laugh away the blues; here are fields of waving grain that bid us be of good cheer for we shall not hunger; here are trees that bid the sun's rays away from us; here are the flowers that smile away the somberness of life; here are birds to sing to us when our hearts are not a-song; here are friends to cheer us on in our work; here is the green grass, at once a carpet and a couch in the sylvan dell; here are books that bring chaste messages from all peoples and all times. The blessed fairy!

\* \* \*

PROFESSOR TYLER, of Amherst, in his admirable book "Growth and Education," which is published by Houghton, Mifflin and Co., Boston, says many good things on every page. Here is one of them: "The wisest and most efficient teacher can accomplish little, if not supported by the conversation and atmosphere of the home. If this is materialistic, trivial, or secular, all the schools and colleges in the land cannot save the child from philistinism and vulgarity, immorality, or unmorality. If the home atmosphere be one of courtesy

and kindness, justice and honesty, of reverence for God and man, of high thought and feeling and aims, we may look forward to the future with all confidence and hope. Here at least, parent and teacher may and must find no difficulty in working together."

\* \* \*

QUITE a few prominent Ohio Ohio school people have been led to speculate, recently, as to what percentage of our teachers read and really enjoy such educational literature as the paper by Dr. W. O. Thompson which we publish in this number, and it is interesting to note how the estimates vary. There is no denying the fact that many teachers will read this paper as soon as it comes into their hands and, later on, give it a second reading or a third. Furthermore, it is evident that these teachers are among the most progressive in the profession. Perhaps it is too much to hope that every teacher will read it, but certainly when all our teachers come to enjoy this sort of literature our school work will be raised to a higher plane.

\* \* \*

HE'S just a boy. We saw him the other evening in his working clothes upon his return from the shop where he is spending his vacation. Covered with grease and grime, he was still good to look upon. Beneath externals it was easy to see a definite purpose and a glory in the dignity of honest work. Yes, he is earning money, and so is learning the value of a dollar, but, better than the money, he is learning self-reliance and self-respect. Grease and grime can not obscure real worth, and when this boy returns to school next month he will carry into his work

the fixedness of purpose that now actuates him ten hours a day six days in the week. It is good for a boy to learn to work with his hands.

\* \* \*

THE Ohio Teachers' Association passed a resolution against high school fraternities and sororities and this was followed by a resolution by the National Educational Association to the same effect. It remains for school authorities now to carry these resolutions into effect. Superintendents, of course, are the proper officials to bring the matter to the attention of boards of education and these, in turn, will assume their share of the responsibility. This subject needs immediate attention, for there is no question as to the harmful effect of these organizations upon the work of high schools. Instead of attending meetings of fraternities late at night these children ought to be at home with father and mother. Then the next day's work in school would be better.

\* \* \*

THE Colorado State Superintendent, Miss Katherine L. Craig, speaking on the subject, "How to Improve Rural Schools," at the Chicago meeting in February last, said the following:

"There is something in the contact of farm life and rural training which in many instances, has developed a farmer's son into a world of power. Possibly it is the many hours every day which are spent largely away from his fellows; possibly it is the quiet of the farm house during the long winter evenings, where study is the rule and sport of any kind the exception, which accentuates the situation and develops the individuality and mental growth. At any rate the effect is there, and it is written

plainly in the lives of our great men and there is no question but that the highest type of manhood and womanhood has germinated in the class of a country-school teacher. I am free to say that I have an abiding faith in the rural schools. I have faith in their possibilities, and the question of equipment, salaries, and organizations is determined by the ever-present supervision."

\* \* \*

ON an evening of the last commencement season a stranger was walking from the station to the hotel in a little city in southern Ohio. A country boy was going in the same direction and showed himself to possess such a friendly disposition that a conversation between the boy and the stranger naturally followed. Very soon it was revealed that the boy was a student in the high school and a member of the class of 1908. He was on hand that evening to attend the graduating exercises of the class of 1907. He was an enthusiastic friend of his school and paid a beautiful tribute to its faithful head by observing: "We have a fine superintendent. I tell you he is a good friend to the boys." The stranger was glad to have a part in the commencement that evening and to hear the address of that "fine superintendent" as he presented the diplomas to the class brought up in the community which he had served for twenty-six years. One member of this class was a young woman to whose mother this same superintendent had presented a diploma twenty-two years before. The city referred to is Jackson, Ohio, and the "fine superintendent" who is such a "good friend to the boys" is J. E. Kinnison. Does it say to teach school and have the friendship and love of the boys and

girls of a community? The salary may not be large, but then there are some rewards which can not be measured in money.

#### OHIO UNIVERSITY.

A visit to Ohio University at Athens, July 16 and 17, after an absence of five years, revealed a remarkable change. Splendid new buildings have been erected, or are in process of erection, and everything about the campus tells the story of substantial progress. Best of all, however, is the large enrollment of earnest students in attendance upon the Summer School. The number has reached 669, all of whom, but 20, are from Ohio and are distributed as follows: Athens county, 178; Fairfield and Washington, each, 32; Perry, 25; Franklin, 20; Vinton, 19; Meigs and Muskingum, each, 18; Guernsey, 16; Scioto, 15; Hocking, Jefferson and Monroe, each, 11; Gallia and Licking, each 9; Belmont, Erie, Harrison, Lake, Morgan, and Pike, each 8; Highland, Madison, and Tuscarawas, each, 6; Defiance, Huron, Laramie, Preble, Stark, and Trumbull, each, 4; Clinton, Coshocton, Crawford, Hancock, Henry, Mercer, Montgomery, Richland, Sandusky, and Summit, each, 3; Adams, Ashland, Hardin, Lawrence, Lucas, Medina, Miami, and Noble, each, 2; Allen, Ashtabula, Brown, Butler, Carroll, Champaign, Clermont, Columbiana, Cuyahoga, Darke, Fayette, Greene, Hamilton, Holmes, Logan, Mahoning, Ottawa, Portage, Seneca, Wayne, Williams, Wood, and Wyandotte, each, 1. This enrollment does not include the pupils, numbering 149, attending the Training School, nor those who were present at the Teachers' Conference, estimated at 52.

Supt. Coultrap, under whose administration the public schools of Athens have made such substantial progress the past few years, is now a member of the University Faculty. During the Summer School he has most acceptably filled Dean Williams's place while the latter was absent on his vacation.

Miss Constance Trueman McLeod, A. B., Director of the Wyoming, Ohio, Kindergarten School, has accepted the Principalship of the Kindergarten Department of the State Normal College. With her fine equipment of public school and college training and successful experience in her special work, she will be a valuable addition to the Faculty.

In all this growth and development, President Ellis is the leader, never forsaking his post winter or summer, but working from early morning till late at night in the interests of the University.

#### PUT-IN-BAY WAVELETS.

The attendance! Well, did you ever?

\* \* \*

President J. A. Shawan! My, but he feels big—when he is on the scales!

\* \* \*

The fund which the teachers contributed to the Victory Monument was \$43.50.

\* \* \*

Those seven zones we heard of. Wonder which of these proved to be the torrid zone?

\* \* \*

Supt. J. E. Kinnison, of Jackson, and Supt. Geo. C. Maurer, of New Philadelphia, are the new members of the committee, and they are eighteen carats.

Miss Anna Laws, of Cincinnati, refunded her expenses and paid her membership for sixteen years.

\* \* \*

Ira Painter kept right on writing membership cards day and night. He couldn't hear the dinner horn blow.

\* \* \*

Alphabet Porter moved majestically athwart the landscape and smiled that big dollar-and-a-half smile of his all the while.

\* \* \*

Prof. Gantvoort, Prof. Glover, Prof. Bellingham, Miss Rowland, and Miss Wilson—well, we couldn't have done without them. Talk about ornithology!

\* \* \*

Swartz, Zemer, Dollinger, and Dick had quite a spell. Wonderful what powers of adaptation those fellows have. They can spell words that aren't there.

\* \* \*

Supt. J. D. Simkins, of Newark, was elected chairman of the Executive Committee, and Supt. W. H. Kirk, of East Cleveland, secretary. They'll be right busy from now on.

\* \* \*

There, too, was Willoughby. The fact is that the Webster-Hayne and Lincoln-Douglas debates dwindle and vanish when Willoughby and Baxter are to the fore. What profundity!

\* \* \*

*Resolved.* That if you can't find anything else to do you should work. This was the question debated by those forensic artists Willoughby and Baxter. The experience of Baxter in pumping water for the cows won the debate. It was a great gesture.

Miss Grace Makepeace, of Cleveland, is an artist. Her reading of "Patsy" showed that she is complete mistress of her art and we all hope that she will be with us again next year. She is a graduate of the Cleveland School of Oratory.

Mrs. Van Cleve, the mother, ought to be proud of her two boys. Had she been present she would have seen them in their glory, the one as President and the other as Chief Booster, and both doing their work to the satisfaction of everybody.



MARY EMILY.

The interest in the MONTHLY'S European Tour for 1908 was far beyond the most sanguine expectation. Quite a goodly number arranged definitely to join the party, and many others began serious consideration of the matter. The indications are that the party will be a large one and that the quality will be such as will honor hio.

Dr. and Mrs. Alston Ellis represented Athens and did it well. Dr. Ellis has been attending these meetings since 1871, and hence, knows of the progress of events in the educational world of Ohio. Not only so, but he has been a conspicuous worker in the field and has many good things to his credit in his efforts to help along.

Simkins says when he is away from home and Mrs. Simkins wants to recall the dulcet tones of his singing voice she simply tears a rag. When he sings at home she tears her hair.

\* \* \*

Miss Olive Robertson, of Carlisle, Ky., who is connected with the Cincinnati College of Music, played the accompaniments and showed herself a real artist. We owe her a debt of gratitude.

\* \* \*

Supt. Coates, of Pomeroy, was there with his usual cargo of philosophy, humor, and good sense. The siege of typhoid caused no diminution of vivacity, and it was good to have him present.

\* \* \*

The Executive Committee presented to Supt. C. L. Van Cleve the gavel which he wielded with such fairness and grace, and he will give it an honored place among his professional archives. Columbus will provide another for President Shawan next year.

\* \* \*

Miss Emma P. Myers, of Cleveland, holds card No. 1 for 1908. After she secured this card there were many who envied her the honor and would have been glad to pay a good price for it. But she was the first to arrive, and won the much-coveted prize.

\* \* \*

Walter Painter came over from Bedford to help his brother Ira take in the dollars and record the names, and the work kept them both busy. Be it said to their credit that they did their work well and handed over

the great list of names in excellent shape. Blood will tell!

\* \* \*

Parkhurst was the happiest book man in the crowd. There was Mrs. Parkhurst, bright, sparkling, and enjoying everything to the limit, while the glad husband rejoiced in the fact that she had been adopted, not for five years, but for life. If only Joe Harlor, now — but, what's the use?

\* \* \*

As Terpsichorean artists they are lugubrious failures, and Miss Terpsichore has put them on the blacklist as follows: Shawan, Lyons, Vance, Porter, Silverthorn, Kittrell, Mardis, Cox, Gantvoort, Dollinger, Willoughby, and Harmount. Their wits are nimble enough but their feet won't twinkle.

\* \* \*

There were vacancies at the table that all regretted. We couldn't see E. D. Lyon, L. E. York, I. N. Keyser, E. A. Hotchkiss, W. O. Thompson, E. W. Wilkinson, Miss Anna Logan, Frank R. Ellis, Guy Potter Benton, S. D. Fess, C. C. Miller, Miss Margaret King, J. W. Carr. But they were all busy somewhere doing good work in some line.

\* \* \*

There were 20 who paid their fees for 1908, as follows: Emma P. Myers, Florence A. McNeal, C. L. Van Cleve, Jennie B. Johnson, E. M. Van Cleve, W. H. Kirk, E. A. Jones, J. D. Simkins, F. B. Pearson, J. V. McMillen, J. A. Shawan, F. E. Reynolds, J. K. Baxter, G. C. Maurer, W. W. Boyd, Walter E. Painter, Ira C. Painter, W. E. Painter, W. S. Robinson, Anna Laws.

## INSTITUTES.

## AUGUST 5:

*Allen*, Lima, C. C. Miller, H. H. Helter, James T. Beggs.  
*Crawford*, Bucyrus, C. W. Bennett, P. I. Tussing.  
*Highland*, Hillsboro, E. M. Van Cleve, Lincoln J. Hulley.  
*Meigs*, Pomeroy, S. P. Humphrey, S. D. Fess.  
*Mercer*, Celina, J. L. Willis, Guy Potter Benton.  
*Washington*, Marietta, O. T. Corson, H. B. Williams, Nora F. Thornton.  
*Wood*, Bowling Green, C. L. Van Cleve, F. B. Pearson.

## AUGUST 12:

*Auglaize*, Wapakoneta, H. B. Williams, F. B. Pearson.  
*Darke*, Greenville, Herr Buchler, C. C. Ellis.  
*Defiance*, Defiance, O. T. Corson, P. I. Tussing.  
*Fayette*, Washington C. H., S. D. Fess, J. O. Creager.  
*Franklin*, Columbus, J. M. Coughlin, M. V. O'Shea.  
*Henry*, Napoleon, Lincoln J. Hulley, H. H. Helter, Mrs. Frances G. Richard.  
*Madison*, London, W. C. Faust, J. D. Simkins.  
*Monroe*, Woodsfield, J. V. McMillan, J. G. Park, Blanche Wheeler.  
*Montgomery*, Dayton, O. J. Kern, Frank S. Fox.  
*Morrow*, Mt. Gilead, C. C. Miller, L. E. York.  
*Muskingum*, Zanesville, C. L. Martzloff, Henry Houck.  
*Noble*, Caldwell, J. M. Richardson, E. E. Smock.  
*Perry*, Somerset, Arthur Powell, S. P. Humphrey.  
*Portage*, Ravenna, J. E. McGilvrey, E. M. Van Cleve.  
*Trumbull*, Warren, Edwin Chubb, M. E. Hard, W. H. Lewis, Anna E. Logan.  
*Wayne*, Wooster, T. C. Blaisdell, B. F. Stanton, Clara L. Myers, Martha Webster.  
*Williams*, West Unity, F. B. Willis, Mrs. Frances G. Richard, C. J. Biery.

## AUGUST 19.

*Athens*, Athens, A. S. McKenzie, S. P. Humphrey, Jane Ryan De-Camp  
*Belmont*, Bethesda, Edwin Lee, F. B. Pearson.  
*Carroll*, Dellroy, S. K. Mardis, J. A. McDowell.  
*Clermont*, New Richmond, Arthur Powell, J. D. Simkins.  
*Delaware*, Delaware, S. D. Fess, J. O. Creager.  
*Fairfield*, Lancaster, H. L. Coar, C. C. Miller, John G. Black, Clara L. Myers, Frank Corney, E. W. Chubb, H. W. Elson.  
*Fulton*, Wauseon, C. B. Guilbert, Jessie L. Newlin.  
*Geauga*, Burton, Emma Cowle, H. O. Merriman.  
*Guernsey*, Cambridge, Henry Houck, Edson M. Mills.  
*Hancock*, Findlay, P. I. Tussing, J. D. Luse, Lincoln J. Hulley.  
*Hardin*, Kenton, H. C. Minnich, Thos. C. Blaisdell, Nellie Flint.



*Hocking*, Logan, C. L. Martzloff, J. M. Richardson, W. A. Price,  
Martha Dollison.  
*Knox*, Mt. Vernon, T. S. Lowden, W. W. Black.  
*Lake*, Painesville, J. E. McGilvrey, Anna Logan.  
*Lucas*, Toledo, H. R. Pattengill, Chas. A. McMurray.  
*Marion*, Marion, J. P. Gordy, Chas. Albert.  
*Medina*, Medina, R. G. Boone, L. E. York.  
*Miami*, Troy, H. B. Williams, E. M. Van Cleve.  
*Pike*, Waverly, C. C. Miller J. O. Creager.  
*Putnam*, Ottawa, W. W. Stetson, W. O. Thompson.  
*Sandusky*, Fremont, H. R. Wilson, C. L. Van Cleve, May H. Prentice.  
*Scioto*, Portsmouth, S. D. Fess, H. G. Williams.  
*Tuscarawas*, New Philadelphia, M. V. O'Shea, W. W. Boyd.  
*Union*, Marysville, Harlan E. Hall, James M. Coughlin.  
*Vinton*, McArthur, Frederick Treudley, H. E. Conard.  
*Wyandot*, Upper Sandusky, F. B. Willis, F. B. Dyer.

AUGUST 26:

*Ashland*, Loudonville, J. G. Park, Frank S. Fox.  
*Ashtabula*, Ashtabula, May H. Prentice, C. E. Reber.  
*Champaign*, Urbana, J. V. Denney, H. S. Piatt.  
*Clark*, Springfield, C. L. Van Cleve, W. C. Faust, Lucia May Wyant.  
*Clinton*, Wilmington, Geo. P. Bible, F. A. Hildebrand, Rose Cox.  
*Columbiana*, East Palestine, H. G. Williams, Chas. Hauptert.  
*Coshocton*, Coshocton, Henry Houck, H. H. Frazier, A. B. Graham.  
*Cuyahoga*, Cleveland, W. W. Black, Jacques W. Redway.  
*Gallia*, Gallipolis, C. C. Miller, H. C. Minnich.  
*Hamilton*, Mrs. F. G. Richard, J. W. Withers, J. M. Greenwood.  
*Harrison*, Freeport, J. V. McMillan, H. O. Merriman.  
*Holmes*, Millersburg, J. A. McDowell, F. G. Bittikofer.  
*Jefferson*, Steubenville, M. V. O'Shea, Anna E. Logan.  
*Licking*, Newark, S. P. Humphrey, Arthur Powell, F. B. Pearson.  
*Logan*, Bellefontaine, H. B. Williams, W. W. Boyd, C. N. Miles,  
E. B. Evans.  
*Lorain*, Elyria, R. G. Boone, Edson M. Mills, Abigail Rowe.  
*Mahoning*, Canfield, F. C. Tilden, B. F. Stanton.  
*Morgan*, McConnelsville, T. C. Blaisdell, Alvin Davidson, J. M.  
Richardson.  
*Ottawa*, Oak Harbor, C. L. Martzloff, Warren Darst.  
*Paulding*, Paulding, L. E. York, W. H. Mitchell, J. D. Luse.  
*Pickaway*, Circleville, Harlan E. Hall, H. R. Pattengill.  
*Preble*, Eaton, S. D. Fess, David R. Major.  
*Richland*, Mansfield, Margaret W. Sutherland, E. M. Van Cleve.  
*Ross*, Chillicothe, A. S. MacKenzie, J. D. Simkins.  
*Seneca*, Tiffin, F. B. Willis, W. D. Henderson.  
*Shelby*, Sidney, Lincoln Hulley, Anna Johnson, B. M. Davis.  
*Stark*, Canton, W. W. Stetson, Frank R. Dyer, A. B. Graham.  
*Summit*, Akron, Maud Summers, N. C. Schaeffer, John C. Willis.  
*Van Wert*, Delphos, P. I. Tussing, H. H. Helter.  
*Warren*, Lebanon, T. S. Lowden, Carolyn Geisel.

## SEPTEMBER 2:

*Butler*, Hamilton, T. S. Lowden, H. R. Pattengill.  
*Eric*, Sandusky, W. W. Stetson, Chas. A. McMurray.  
*Greene*, Xenia, Anna E. Logan, David R. Major.  
*Jackson*, Jackson, F. B. Pearson.  
*Lawrence*, Ironton, E. A. Winship, Frank S. Fox.

**SUMMER SCHOOL NOTES.****WITTENBERG.**

— The attendance at the Wittenberg Summer School is the largest in its history. The gain in attendance for the present year is 219 per cent. above that of last year.

— The courses in Methods in charge of Dr. S. E. Weber, principal of the Cortland State Normal and Training School, Cortland, N. Y., are attracting wide attention. In addition to his large classes many hearers are present at each recitation.

— On the evening of June 28th, the ladies of the College and Summer School Faculties entertained the Summer School students and their friends. Many from the city were present, and a most enjoyable evening was spent. During the evening Prof. Laverne G. Ogden gave a number of impersonations.

— On Saturday, July 13th, the Summer School enjoyed its annual excursion to Fort Ancient. Prof. C. G. Shatzer, head of the Biological Department, had charge of the excursion.

— On Friday, July 12th, Prof. Carey Boggess, superintendent of the Springfield schools, addressed the Summer School. The subject of the address was, "John Wesley, His Times and His Influence." This

scholarly address was highly appreciated by all.

— Hon. J. Warren Keifer, recently returned from his trip to Panama and Hawaii, addressed the students on the evening of July 18th. Many interesting facts in connection with our possessions were related. The lecture was deeply interesting and instructive. That which greatly enhanced the value of the lecture was the excellent government maps used by Gen. Keifer.

— The chapel services each morning at 10 o'clock have been peculiarly helpful. The ministers of the city and members of the Wittenberg Theological faculty conduct the services. Special music is a feature of the exercises.

— The \$70,000 Carnegie Science Hall is under roof. The building will be in readiness in ample time for the opening of the fall term, and will be of great advantage to the Summer School another year.

— Superintendents W. E. Coleman, North Hampton, O.; David Neer, Plattsburg, O.; Owen Jones, Irwin, O.; V. Hainen, Jr., West Independence, O.; and E. M. Crawford, Arlington, O., are in attendance at the Wittenberg Summer School.

— Prof. W. E. Anderson, professor of mathematics at Midland Col-

lege, Atchison, Kansas, has charge of the mathematics in the Summer School. Prof. Anderson was a graduate of Wittenberg, class of 1901.

—Fifty-one of the teachers of Springfield are enrolled in the school..

#### WOOSTER.

—Wooster Summer School opened with a gain of about one hundred over the opening last year, a number which has since grown somewhat, so that the final attendance will be about 900.

—E. E. Burcaw, of Wooster, is elected superintendent at West Bedford, at \$95 for a start. Good man all right.

—Supt. C. J. Foster, of Caldwell, is the newly elected superintendent at Newcomerstown.

—Miss Eunice Lucas, of Wooster Summer School, was elected superintendent at Independence, July 8, at a salary of \$75. For a sophomore and no experience, this strikes us being pretty fair, but Miss Lucas will make good.

—Supt. Wayne, of Marshallville, has been elected teacher of Latin in the Dennison schools the coming year, and Dennison is to be congratulated.

—Wooster has just elected pretty near an entire faculty for the college at Deer Lodge, Mon., in the persons of Rev. Charles Compton, '86, philosophy; Miss Fern Rennick, '05, of the Lima schools, science; Carl Anderson, '07, history; Miss Mae McCoy, '03, music; Miss Gertrude Laughlin, '03, Latin; and Miss Helen Waugh, '07, English. Deer Lodge need never be ashamed, and it is a great compliment to Wooster.

—Miss Winonah Thompson, formerly principal at Leetonia, has been

elected to a similar position in the high school at Pemberville, at \$75 a month. Miss Thompson is a strong teacher and Supt. Williams is to be congratulated.

—Wooster is offering a choice lecture course of nine numbers to its summer students, and presented among the rest, Booker T. Washington, July 4, who was listened to by an immense audience.

—Miss Ilene Martin, '07, of Wooster, is elected to a good position in the Jackson high school for the coming year.

—Newton Bender, who completed the academy course at Wooster in June, is elected principal of one of the ward buildings in East Liverpool for the coming year.

—Glenn Y. Warner, of Wooster, is the choice of the Loudonville school board for principal the coming year, and they made no mistake.

—Miss Florence Wilson, Wooster, '04, has been elected to the position of mathematics in the Mt. Gilead high school. She has been for the past two years at Canfield, and has done excellent work.

—Albert A. Burkey has been elected superintendent at Berlin, and will bring his splendid enthusiasm to bear upon his new field of labor. He is succeeded at Holmesville by Atlee Crow, both men from Wooster.

—Supt. E. E. Rayman takes a whole brigade of teachers from Wooster Summer School, including Miss Myrtle Kieffer, of the Orrville schools; Miss Jennie B. Lytle, of Martins Ferry; Miss Marie Lee Warner, of Prairie Depot; Miss Mary G. Swerer, who has just completed preparatory at Wooster; Miss Rachel Crow, La Grange, Miss Oga Boden and Rosalie Clifford, Barber-

ton: Miss Edna Garrette, Leetonia; Newton Bender, Wooster; and has also tendered a position to Miss Bertha Ziegler, Seville, who, however, will doubtless accept a better position in Toronto with Supt. S. K. Mardis.

—Supt. E. P. Dean secures a quartette of girls from Wooster Summer School for his corps the coming year. Miss Lora Gibson, Columbiana; Miss Louise Smith, Wellington; Misses Evangeline Blackford and Emaline Cobban, East Palestine.

—C. E. Shirk, of Richwood, goes the coming year to Ashtabula as a ward principal at an increase over last year of \$25 a month. He is now at Wooster.

—Miss Marguerite Wallace, who has just completed sophomore at Wooster, has been elected to a high school position in the Stowe schools.

—Wooster mourns the loss of Prof. W. H. Wilson, mathematics, who died June 26, after an illness of but ten days. He was recognized as a master at his work.

—Supt. Harold Jansen, of Navarre the past year, is elected to a similar position at Fredericksburg for the coming year.

—O. K. Lehman, '07, Wooster, is the newly elected superintendent at Marshallville, and he will be a good one, too.

—H. H. Horst, who completed his work at Wooster in July, will succeed Supt. U. S. Earls in Solon, as the latter resigns after five years of great success to go to Dell Rapids, S. D.

—Wooster lacks about \$135,000 to make its new half million of endowment, but has until April first in which to secure it.

—M. D. Fluckey, '05, of Wooster high school, has been elected to the

superintendency at Shreve to succeed E. A. Richardson, who goes to Navarre.

—Ohio is glad to welcome back to its midst Prof. W. E. Wenner, who for the past two years has been in charge of the English in the state normal at Slippery Rock. He accepts a position in the academy at Wooster.

—Miss Margaret King, teacher of Latin in the Wooster high school, is traveling in Europe this summer.

—Supt. W. D. Mumaw, of Lowellville, is studying law this summer in the University of Chicago.

—B. D. Cornell, formerly of Brink Haven, is succeeding just like we would expect him to do in his new field of work in Saguache, Col., and has just been promoted to a position in the county high school, of which Supt. S. M. Ludwick, an old Ohio man, is the head.

#### LIMA COLLEGE.

—The third summer session at Lima College opened June 1, with an attendance of over 400. The number has now reached nearly 500 and is still growing. During the week of August 5-9, Dr. Edwin Erle Sparks, of the University of Chicago, will be present and lecture to the students. Dr. Sparks is especially popular at Lima College. Prof. Harlan E. Hall will also be here a number of weeks. Supt. J. W. Zeller, of the Findlay Public Schools, is at Lima College at the present time, delivering a series of very practical lectures to the students. Prof. Zeller's Chapel talks are especially good, and the students enjoy them very much.

—Supt. S. K. Mardis, of Toronto, Ohio, visited Lima College July 16, and in a very forcible way, presented

the claims of the Ohio School Improvement Federation.

—Pres. C. C. Miller will speak at the Miami Valley Chautauqua, July 25th, and at Springfield Chautauqua July 29th. He will also work in a number of Institutes in Pennsylvania, beginning at the city of Reading, September 2nd.

—The class of students at Lima College summer school is of a much higher order than any previous class. And they are pursuing more advanced studies than ever before. And it has passed when the teachers are satisfied with a review of the common branches only. They are at work upon the regular college studies, and hundreds of them are planning for a full college course. This is a most hopeful condition for Ohio Schools.

—There are a large number of students in Lima College who are county school examiners, and more belong to city Boards of Examiners.

—A number of interesting baseball games have been played by the summer school students. Mr. C. H. Parrot, of Thornville, has lost none of his enthusiasm for the sport, and when he twirls the ball, victory is surely found on his side.

—One of our students, Mr. Bland Wallen, of Crawford county, had the misfortune of breaking his ankle, just at the opening of the summer school. He is now very fully recovered and will soon be at his work again.

#### OHIO STATE UNIVERSITY.

—E. M. Roberts, Supervisor of Manual Training in the Cleveland schools, Supt. J. W. Carr, of Dayton, Supt. Herrman S. Piatt, of Coshocton, Supt. John E. Morris, of Alliance, and Supt. Wm. McK. Vance, of Delaware, have given addresses before the student body. In addition

to these lectures have been given each day by members of the summer school faculty.

—Prof. E. D. Cole, Dean of the summer school, has shown himself complete master of the work and has won the admiration and esteem of all the students. He leaves soon to accept a position in Vassar College, at \$3,000. He will be head of the department of Physics.

—The attendance is much larger than last year, being about 450.

—Among the vigorous young superintendents present are: W. O. Lambert, R. H. Oram, T. F. Leonard, D. L. Himes, C. L. Leahy, Jesse S. Mason, E. T. Osborn, G. A. Bricker, W. G. Polan, J. M. Davis, S. J. Lafferty, and R. H. Nichols.

—Dr. Kellerman has been taking his students on botanical excursions which have been greatly enjoyed. Prof. Hubbard also has done considerable field work with his students in physical geography, which has given to the subject a new meaning.

—Miss Mabel Kutz, of East Palestine, Miss Lilian Williams, Mrs. Bowen and Miss Mary Oberlin, of St. Marys, Miss Katharine Bower, of Mineral City, Miss Mayte Robinson, of Columbus, Miss Olelia Drake, of Columbus, Miss Sada Harbarger, of Worthington, have been members of the classes in advance Latin.

—Prof. W. W. Boyd has taken great interest in conducting the students on visits to the State institutions on Saturdays, and this has been a most interesting feature of the summer school experience.

—Prof. Geo. W. Knight and family will soon leave for Jamestown, and they will spend a full month in that locality, spending some time in Washington.

—Prof. W. W. Boyd leaves for Jamestown August 2, with a party of forty, to be gone two weeks. They will visit Richmond, and Washington, and many other places of historical interest on the trip.

—Prof. W. H. Siebert will have charge of some classes in history at Ohio Wesleyan University next year in the absence of Dr. Stevenson, who will spend the year in Europe.

—Miss Helen Gallen, Chas. H. Lake, and Geo. P. Harmount, of East High School, Columbus, are doing full work in various lines in the school yearning out after their degrees.

—Albert Shadle, of Lockbourne, is doing work that will better fit him for his new position in the high school at Summit Station.

—Mr. Black, of Shelby, is devoting his time wholly to manual training as he is to have charge of this work in the Shelby schools the coming year.

—Supt. Pinkerman, of Amity, is doing work in manual training, fitting himself for special work in this line. Supt. S. J. Lafferty, of Alexandria, is doing the same and has been offered a lucrative position in this line of work.

—Among the lectures given were the following: Travels in Central America, Prof. Kellerman; Travels in Italy, Prof. Derby; The Underground Railroad, Prof. Siebert; The By-Products of Coal, Prof. McPherson; Everyday Rhetoric, Prof. Graves; Significance of the Jamestown Commemoration, Prof. Knight; Novel Reading, Prof. Taylor; Hawaii, Prof. Bownocker; Tennyson as a Poet of Nature, Prof. Symonds; A Notable Educational Debate, Prof. Major; Pure Drinking Water, Prof. Faulk.

#### MIAMI UNIVERSITY.

—The Fourth Annual Commencement of the Ohio State Normal College, Oxford, Ohio, occurred June 17th, 1907. The class consisted of twenty-four young women and one young man. This is the largest class that has received diplomas from this school. The commencement address was delivered by President Albert Taylor, President of Millikin University, Decatur, Ill.

—The Summer School of Miami University opened June 24, with enrollment of about six hundred students and a faculty of forty-four members.

—One hundred and fourteen classes are in session, the number in each being limited in order to insure the most effective work. There are twenty classes in Education, dealing with the problems of School Administration, Township Work, Elementary Education, Psychology and the History of Education. There are four hundred and fifty students who are taking professional work.

—The student body of this summer rivals that of all previous years in enthusiasm and desire for serious college work, and is the most successful summer season in the history of Miami.

—One particularly interesting feature of Summer School is the series of open lectures occurring every afternoon at four o'clock. Mr. Richard Thomas Wyche, the "Story Teller," President J. E. Klock. State Normal School in New Hampshire, Honorable W. W. Stetson, Ex. State Superintendent of Public Instruction of Maine. Commissioner Jones, Superintendents Cox, Powell. Helter, Boggess. Miss Florence Richards and Miss Louise Kline

Miller, of Cleveland, Ohio, are among the lecturers.

—The Fourth of July was observed by appropriate services in Bishop Chapel. The Oration of the day was given by Dr. Marcellus Fuller, of Dayton, O.

—On Sunday, July 28, at two o'clock P. M., in Bishop Chapel, will occur the University Service of the Summer Session. The sermon will be delivered by the Rev. E. E. Helms, D. D., Pastor Plymouth Methodist Church, Buffalo, New York.

—Professor Gosling, of the Miami Summer School, received his High School Life Certificate at the July session of the State Board of School Examiners.

—The Superintendents' and Principals' Conference for the Superintendents of Ohio was held at Miami University from July 22 to 27. Among the most important discussions was the one on the Report of the School Revenue Commissions.

—About one hundred Summer School students took advantage of the annual excursion to Cincinnati, Saturday, July 20th, visiting points of interest and instruction, under the direction of Professor Hoke.

—The Mammoth Cave excursion will be given at the close of the term. Many students are availing themselves of these features of the Summer Term.

—Dean Minnich closed his strenuous session of twenty-two commencement engagements at Bellevue, Ohio, June 10.

#### OHIO UNIVERSITY.

—The Faculty of Ohio University now numbers 53 members with a total annual pay-roll of \$69,816. This sum does not include the cost of maintaining the Summer School

which brings to the University treasury an annual expense of about \$2,500 in addition to all fees received from students. The Summer School is not a money-maker for the University, inasmuch as the fees received from students meet but a little more than one-third of the operating expenses to say nothing about the use of the grounds, buildings, libraries, laboratories, and other up-to-date equipments. It is believed that no other equal sum spent for instruction accomplishes more and better results than the sum expended in supporting the Summer School which is growing rapidly in popularity with the teachers of the State and is gradually improving the character of its work and widening the range of its influence.

The Fall term of the University, in all its colleges and departments, will open Monday, September 9, 1907. The University never before in its history offered the educational advantages it now presents to the aspiring youth of this State. Its annual revenue is about \$105,000 and to this is added special appropriations for permanent improvements running into thousands of dollars. All who seek higher educational advantages in Ohio have offered to them "*free scholarships*" at Ohio University. There is no charge whatever for tuition. The incidental fees are small and merely designed to meet a few of the expenses incurred in making repairs necessary by reason of the ordinary wear and tear connected with the running of an educational institution.

Athens is an ideal location for a University and now that the town has been voted "*dry*," inducements formerly strong are now stronger than ever to act upon the decision of parents and others when seeking a

desirable place for the education of their children or wards. There is a strong, healthy moral and religious atmosphere connected with the University, and all the surroundings are friendly to "plain living and high thinking."

#### EDUCATIONAL NEWS.

— Supt. E. F. Warner, of Bellevue, has been re-elected for a term of two years with an addition of \$100 to his salary. They like him, and that for the very good reason that he works hard every day in his efforts to give the children the best to be had, and that his presence in the community is an inspiration to all the people.

— "Suppose," said a father to his little boy, "you have half an apple and I give you another half. How much have you?"

"A whole apple," said the boy.

"Well," continued the father, "suppose you had a half dollar and I gave you another half dollar. What would you have then?"

"A fit," promptly answered the boy.

— Harris V. Bear, of the Germantown high school, has been elected to a position in the Miamisburg high school as teacher of mathematics.

— Prin. Charles L. Loos, Jr., of Steele High School, and family are spending vacation at Orchard Lake, Mich., inviting their souls and reveling in nature study at first hand.

— Supt. Chas. F. Hill, of Belle Center, has accepted the superintendency of Painesville township, Delaware county, at a salary of \$700.

— Supt. J. I. Hudson, of Portsmouth, with characteristic patience and perseverance has worked right

along at his school problem until now he is entering upon the fruition of his hopes. Recently the board increased salaries all along the line in response to an appeal from Supt. Hudson, and the teachers now realize better than ever before what a staunch friend they have in him. He is ever ready to recognize meritorious service and becomes, at once, the champion of the teacher who gives it.

— Mother — "Willie, I fear you were not at school yesterday."

Willie — "Just like all the rest of the women. I knew that teacher couldn't keep a secret."

— Supt. C. D. Walden, of Ludlow, Ky., has been re-elected for two years at a salary of \$1,350 and \$1,400, which is an increase over last year.

— Supt. W. N. Beethman, of Carrollton, has been re-elected for a term of three years, and this means that his work has been wholly successful and meets the approval of the board and of the people. This is the fourth year he has taught in the Wooster summer school and this fact tends to confirm the conviction that he is a decided success.

— Prin. W. P. Cope, of the Hamilton high school, has had his cup of joy full to overflowing this summer. On June 11 he graduated twenty boys and twenty girls. Then he was re-elected for two years at an increased salary. Later on he and Mrs. Cope went East to witness the graduation of their daughter, Ella Mae, at Mount Holyoke College, and at about the same time their son De Witt, graduated from the Harvard Law School. That is certainly an inspiring vacation program.

— Supt. H. C. Knowles, of Grafton, has every reason to rejoice in



the progress of the schools. The course of study has been thoroughly revised to keep pace with educational advances, a year has been added to the high school course, a new building has been erected, and the teachers all elected for next year. Supt.

the whole line amounting to about ten per cent.

— Reed S. Johnson, of Summit Station, has been elected superintendent at Appleton at \$70 a month.

— The salaries of elementary



SUPT. G. C. MAURER.

**Knowles** has yet two years to serve on his three-year contract, and will see to it that much more is accomplished in that time.

— Prin. W. P. Cope, of the Hamilton high school, has been re-elected for a term of two years, and his salary increased to \$1,800. There was a general increase of salaries along

teachers in the Portsmouth schools now range from \$380 to \$650 per year.

— Supt. Geo. C. Maurer, of New Philadelphia, who was elected a member of the Executive Committee of the Ohio Teachers' Association at Put-in-Bay, is a man altogether worthy of the high honor. He has ad-

vanced through all the stages of teaching, having served an apprenticeship of six years in country and village schools, and now ranks among the best superintendents in Ohio. One secret of his success is his untiring industry. He is always at work and is never content to let well enough alone. He is a man of scholarly tastes and has never ceased to be a student. He graduated at Wooster in 1890, and as a student won the prize scholarship for the highest general average in the first two years. He entered his present work in 1893, and during these four-teen years he has done much advanced work at Clark University and the University of Chicago. At the latter, he has taken three terms in Parliamentary Law under Prof. Roberts, and was a student under Prof. Dewey during one vacation. He holds both state certificates, has been a member of the Ohio Teachers' Association since 1890, and of the N. E. A. since 1895. In 1897 he spent two weeks visiting in the schools of Indianapolis making himself conversant with the plan of work in each grade. He never assumes to know all about school but is willing to be a disciple of any teacher if by that means he may become better able to give wise direction to the work in his own schools. This modesty, coupled with absolute sincerity, is one of the marked characteristics of the man. He hasn't time to pose. He is too busy at his work. He is so busy trying to surpass his own best efforts that he is never trying to excel others. He believes in other people, and, hence, they believe in him. In his school work he does not yearn for the spectacular, but is content to be unseen, himself, if only by that means the children may be benefitted. The people know him to be safe, his

teachers have the highest respect for him, and the children love him. Such a man will serve Ohio well on the Executive Committee, and every teacher in the state should be gratified at his election.

— Supt. J. C. Hartshorn, of Pharisburg, has been elected for the fifth year, and his salary increased. He graduated a class of nine June 5th, Dr. S. D. Fess giving the address. On June 4 the class gave a play entitled, "The Starry Flag," which created great enthusiasm.

— Supt. L. C. Wilkerson, of Oregonia, has been elected superintendent at Carlisle at \$80, although \$75 has been the limit hitherto. Supt. Wilkerson is alive. As secretary of the O. T. R. C. he has done excellent work. Two years ago the number of members was 29, but this year he has increased the number to 96.

— Supt. Daniel W. Klepinger, of Harrison township, Montgomery county, has been re-elected for the eighth year at a salary of \$1,200.

— Supt. H. T. Silverthorn and Principal Miss Katherine A. Bowlby, of Logan, graduated a class of fifteen June 7. G. A. Long, of Dayton, gave the class address.

— Supt. J. P. Sharkey and Prin. Orrin Bowland, of Van Wert, graduated a class of twenty-two June 11. The festivities connected with commencement extended from May 29 to June 15, and included receptions, class day, picnic, banquet, and many other good things that made graduation memorable.

— Miss Kathryn Barnes had charge of the program of the Boxwell commencement in Franklin township (Franklin Co.) schools June 6th and had everything arranged most artistically.

— Paul H. Wright, of Harveysburg, has been elected to the superintendency of Oregonia.

— On June 3 the board of education of Alliance increased the salaries of twenty-two teachers in the corps. This is getting to be a habit with boards of education — a good habit.

— Supt. J. R. Kennan, of Medina, graduated a class of 13 boys and 17 girls June 12. The teachers in the high school are Principal, Miss Frances E. Thomson, Miss Clara E. Steeb, Miss Grace Albright, Miss Caroline Williamson, Miss Cora L. Warren, and Miss Bessie E. Tibbit.

— Schoolmaster — "Who can tell me what a steward is?"

Johnny — "A steward is a man that does not mind his own business."

Schoolmaster — "Why, where did you get that idea?"

Johnny — "Well, I looked it up in the dictionary, and it said: 'A man who attends to the affairs of others.'"

— McMasters' Brief History of the United States which has just been published by the American Book Co. (price \$1.00) is a new book by the leading authority on United States History. The narrative is attractive and interesting, and provides a well proportioned account of the chief events and figures. The book contains a summary at the end of each chapter, and references to collateral reading. Numerous footnotes include the biographies of prominent characters, and accounts of the less important events. The volume gives adequate attention to the colonial period, as well as to the social and industrial development of the country.

— The Board of Education of Beaver Creek Tp. in Greene County, keeps up its record of being among the most progressive in the state. They have elected their superintendent and high school teachers for two years each, and increased the salary of each. Supt. R. S. Parsons was increased to \$1,000 per year. Assistant Principal, Miss Dillencourt, of Xenia, to \$80 per month. Miss Creamer, of Osborn, to \$65 per month. Several of the grade teachers were re-elected for two years and their salaries increased to \$60. The minimum salary is \$43.

— Recently the teachers of Union township, Butler county, sent a petition to the board of education asking for an increase of salary and setting forth clearly and cogently their reasons. Among these they cited the expense teachers incur in attending examinations, associations, institutes, and in O. T. R. C. work. In addition to this they called attention to the fact that they must live twelve months on the pay of nine, and that salaries have increased in other lines of activity. This appeal was straightforward and every word of it true, but the board declined to grant the request and five of the teachers went elsewhere at advanced salaries.

— When Supt. J. E. Kinnison, of Jackson, first looked out upon the world his gaze fell upon the vine-clad hills of Jackson county, and now, when the rays of the sun are kissing the world goodnight, his heart swells with gratitude for the beauty of the scenes that have greeted him since childhood. The fact that in December last he threw a man through a car window for shooting at him three times does not prove that he is not all kindness and gentleness. He did this to prevent a

fourth shot, and to save Mrs. Kinnison further distress. He taught country school, as a matter of course. In 1880 he graduated from Ohio University, and in 1892 received his Master's degree from the same institution. In September, 1906, Governor Harris appointed him to mem-

Committee for the full term, and no one who knows the man doubts that he will do this work to the complete satisfaction of all Ohio teachers. On every proposition, whether in school or in the world of affairs, he stands four-square and wins and holds friends as with hooks of steel by the



SUPT. J. E. KINNISON.

bership on the Board of Trustees of his Alma Mater, an honor not to be lightly esteemed. Since 1881 he has been patronizing the groceries in Jackson and paying the cash, and all the people are glad to have him there. At the recent meeting of the Ohio Teachers' Association he was elected a member of the Executive

force of high character. He is every inch a man. He stands for something every hour of the day and stands firm. Everybody, including himself, knows what he stands for, and everybody knows that his splendid leadership is ever toward the higher and better things. He never slights his tasks, but through all his

work there run golden threads of sunshine and joy that give added glory to his achievements. As a teacher, as a man, as a citizen, he is one to inspire the father to say to his son, "My boy, my dearest wish is that you may grow up to be such a man as Mr. Kinnison."

— Miss Cora Williams teaches a second grade in Xenia. She has the little folks write compositions, and Vesta Hickman, eight years old, submitted the following which is pure imagination as they have no dog: "We have a dog at our house. His name is Pepper. And it is a good name for him, too. He looks like an old door mat. Pepper has learned cunning tricks. He has learned to sit on the floor and eat out of a plate. I will throw my ball, and Pepper will get it in his mouth, and will not let me have it. When I go to dust, he will grab at the dust-cloth until he gets it. One day the funniest thing he done was to get the rug and dust it with his teeth."

— The pupils in a school were asked to give in writing the difference between a biped and quadruped. One boy gave the following: "A biped has two legs and a quadruped has four legs, therefore, the difference between a biped and a quadruped is two legs."

— Miss Hardy Jackson, the very efficient principal of the Miamisburg high school, has been re-elected for a term of three years.

— Supt J. R. Clements, of Canal Winchester, has accepted the superintendency at Granville at a salary of \$1,200.

— C. M. Beckett, of the commercial department in the Marion high school, has been promoted to the principalship and enters upon his

new work with true professional spirit and zeal.

— Katherine Reinicke is a pupil in the eighth grade in Marion. Recently she wrote a poem on "Adena," the home of Gov. Worthington, at Chillicothe, after which the Ohio building at Jamestown was modeled. This poem consists of eleven stanzas, two of which we are pleased to give as showing the quality:

"This was Adena, the resting place  
Of all that was good, and filled with  
grace,  
Along your walks, in your woods so  
green,  
Strolled men who still live though  
unseen.

Such men as Webster, Burr, Monroe,  
Tecumseh under its roof would go,  
Where oft airs of music sounded  
And the drum's faint echo from hills  
rebounded."

— A special circular has been issued by Teachers' College, Columbia University, New York, which contains announcement of the department of Physical Education and an address by Dr. Abraham Jacobi entitled, "The Prevention of Tuberculosis in School Children." This circular will be sent gratis on application to the Secretary of Teachers' College.

— Supt. W. O. Lambert, of Lisbon, has been re-elected and a hundred dollars added to his salary.

— Supt. W. R. Walker, of Bainbridge, has resigned his position to accept the superintendency at Middlefield at a salary of \$720.

— President J. O. Creger, of the National Normal University at Lebanon, has resigned his position and

will spend next year pursuing his studies in France and Germany.

—Supt. H. W. Leach, of Corsica, graduated two boys and one girl June 4.

—O. J. Dodge, who taught in the Ripley high school last year has been elected superintendent at McArthur.

—Supt. F. S. Coultrap, of Athens, has resigned his position to accept the principalship of Preparatory Department of Ohio University, and his experience in school work fits him admirably for this new position.

—Prin. C. M. Layton, of the Hanover high school, has accepted a like position at Johnstown.

—Miss Katherine Bancroft, of Columbus, has been elected to a position in the high school at Fostoria.

—Supt. J. M. Ater, of So. Bloomfield, has been elected principal of the high school at Ashville.

—"What is a synonym?" asked a teacher.

"Please, sir," said the lad, "it's a word you can use in place of another if you don't know how to spell the other one."

—John E. Weiser who taught seventh and eighth grades at Doylestown, will take a course in business college.

—Bellefontaine's new \$60,000 building is moving right along and Supt. Mackinnon is looking forward to its completion with fond anticipations.

—Supt. W. S. Coy, of Hebron, has been elected superintendent at Reynoldsburg as the worthy successor of Supt. Gantz.

—Lillie — "My mamma wears a 3½ shoe."

Ida — "That's nothing. My mamma wears a 7!"

—Supt. J. H. Neff, of Mineral City, had a very pleasant and successful year and has been unanimously re-elected with an increase of salary.

—In the good old times every school in the country had its own name as a means of local identification. To many districts these names still cling. In Licking county there are schools that are still known as Red Brush, Thorny Point, Fox Den, Ghost Point, and Snort Hall. Here is a rich field for the archaeologist.

—C. R. Weinland, who taught in the Newark high school last year, has been elected teacher of science in the high school at Troy. Besides this, he is to be married August 7, and the world is good. Yea, very good.

—I had a bad boy in my school this winter, a very bad boy; the worst I ever saw. He nearly worried the life out of me the first two weeks. He was insolent, stubborn, mulish. Then I tried the plan of asking him to do things for me. I sent him on errands, got him to fix the room, let him sharpen the pencils, etc. Before school was out (we had only five months) he was as good a pupil as any in the school. It was a complete conquest, and I did not resort to punishment. I am sure punishment would have done no good, for I learned that he received too much of that at home. — *Ex.*

—Supt. B. J. Hughes, of Raymond, has been appointed to membership on the board of county examiners in Union Co., to succeed O. J. Dodge who goes to McArthur.

—Supt. Powell, Supt. Humphrey, and Miss Johnson, varied the program at the state examination, July 4, by conducting patriotic exercises and all the applicants joined in most heartily.

—"Mamma, do you know what I like best in school?"

"No, what is it, dear?"

"Anaesthetics."

"Why, child, what do you mean?"

"Don't you know, mamma, we throw our arms up and then down."

—Robbins's *Plane and Solid Geometry*, published by the American Book Co., (price \$1.25), is the outgrowth of the classroom, and is clear, consistent, teachable, and sound. The work is suggestive and comprehensively outlined. The preliminary matter is brief and simple, and each theorem is employed in the demonstration of other theorems as promptly as is practicable and desirable. The successive truths in a demonstration are stated, and the pupil is asked the reasons, thus leading him to think for himself.

—J. H. Cory, of Lafayette, has been re-elected after a very successful year. Then, in addition to this, there is that fine boy who has been the center of interest since June 19.

—The new grade building of *Miamisburg* was dedicated May 24, with appropriate ceremonies. It contains twelve rooms and an auditorium seating 600.

—Prof. T. A. Edwards, of Berea College, was signally honored in June by a permanent election to the position which he has so worthily filled for several years. His many Ohio friends all rejoice in his very great success.

—A BOTANY EXAMINATION. — 1. Explain the manner of a plant's breathing. How? Did you ever hear a snore coming from a rosebud?

2. Why can not a plant's pistil be called a revolver?

3. Do milkweeds grow in pints or quarts? and how are they related to the cowslip?

4. Explain the difference between common chickweed and chickweed preferred.

5. Give the Latin name for wall-flower. How does it differ from the peach? From the American beauty.

6. Describe the bark of the dog-wood.

7. What is the apple of the potatoe's eye?

8. Is the foot of an oak-tree ever troubled with corns, or just acorn? Why? Did you ever see a footless tree?

9. Does the goldenrod or the American mint spring from the root of all evil?

10. (*This is a catch question. Give a courteous answer.*) Give French name for fleur-de-lis. — *Harvard Lampoon.*

—The commencement program at Portsmouth consisted largely of music, vocal and instrumental, by school people, and all of a very high order. The character of the selections showed conclusively that nothing but high-grade work will satisfy in that school. The presentation of the diplomas, by Supt. J. I. Hudson, was an artistic bit of work, and was very impressive. There were twenty-six graduates.

—Dr. E. W. Chubb has been elected Dean of the College of Liberal Arts of Ohio University to fill the vacancy caused by the resignation of Dr. C. W. Super. The position carries with it a salary of \$2,500. He is a graduate of Lafayette College and a man of high literary attainments. As a writer he has achieved distinction and brings to his new position a degree of character and reputation that will prove an inspiration to all students.

—Prof. J. C. Boyd, who taught Latin and German in the Doylestown

high school last year, has been elected to the superintendency of the Seville schools.

—Assistant Superintendent H. C. Muckley, of Cleveland, captivated the large audience at the commencement exercises in Mineral City, by his masterful class address.

—Supt. C. E. Taylor, of Harrisburg, has been re-elected for a term of two years and his salary increased to \$750. The highest salary ever paid before was \$640.

—Supt. E. C. Hedrick, of Clarksburg, began teaching in the district schools of Madison township, Pickaway county, Ohio. After teaching three years he attended the Academy at Pleasantville, where he graduated in 1884. He taught one year in his Alma Mater, then was called to be superintendent of one of the first township high schools in the state, that of Madison township, Pickaway county. Here he taught but one year, when he went to Lebanon and graduated from that institution in 1887. After his graduation he was again called to the Academy at Pleasantville, where he taught mathematics for nearly three years. From here he went to Sugar Grove for one year, Bremen for three years, Baltimore for four years, Somerset for one year, then to Bethel township, Miami county, for three years as superintendent of the township high school. He is now in Deerfield township, where he has held a like position for three years. Seven years superintendent of rural schools has given Mr. Hedrick a ripe experience in the district schools. Mr. Hedrick holds both life certificates, and in 1904 graduated in the Four Year Normal Course at Athens, O., in the Ohio University, receiving the degree of Bachelor of Pedagogy.

—Teacher — “Johnny, what are you frowning about?”

Johnny — “I wasn’t frowning; I tried to smile, and my face slipped.”

—Supt. L. W. Mackinnon, of Granville, has been elected to the principalship of the high school at Gallipolis at a salary far above what he has been receiving.

—A boy was asked to explain the functions of the heart, and gave the following answer: “The heart is to beat and to send the blood to all parts of the body, and to take away our sins.”

—Miss Bessie B. Much has been promoted from Doylestown to East Liverpool at an increased salary.

—M. C. Warren, formerly of Richmondale, who attended Ohio State University last year has been elected principal of the high school at Groveport.

—The high school teachers of Lima have all been re-elected. Two new teachers will be added to the corps, one of whom will take charge of the new commercial department, which is to be established.

—It was a slip of the pen to be sure, but the pupil said, “A mountain is a hell over a hundred feet high.”

—Prin. Wm. B. Guitteau, of Central High School, Toledo,, has been re-elected and his salary advanced to \$3,000.

—A pupil in Ohio said “Physical Geography treats of man inhabitants of the earth independent of any governing word.”

—Supt. A. L. Gantz, of Reynoldsburg, has been elected to a like position at Clyde, and will do excellent work. He is one of the best.

—Supt. H. T. Silverthorn, of Logan, after two years of service has



been re-elected for a term of three years.

— Supt. R. O. Robbins, of Paris and Allen townships, Union Co., graduated a class of ten June 14. He has thoroughly converted the people to belief in district supervision by his wise administration.

— Frank G. Carpenter, the author of the justly celebrated series of Geographical Readers, has written a new book for the American Book Co. on "Foods, or How the World is Fed." Price, 60 cents.

This is the first of a new series of supplementary readers, written by the author of the phenomenally successful Geographical Readers. The book will give children a knowledge of the production and preparation of foods, and show how civilization and commerce grew from man's need of foods and the exchange of foods between the various nations. The author takes the children on personally conducted tours to the great food centers of the world, to the markets of exchange, to the factories, the farms, the forests, and the seas. Together they visit the wheat fields, the flour mills, the cattle ranches, and the packing houses. They learn to understand the manufacture of dairy products, and go to the fisheries, to the orchards and vineyards, and to the tea, coffee, rice, and sugar plantations. The volume is as interesting as any story book, and is profusely and attractively illustrated from photographs.

— The next meeting of the Ohio State Board of School Examiners for the examination of applicants for state certificates will be held at Columbus, Ohio, December 24, 25 and 26, 1907. Applicants must file with the clerk, at least thirty days before the date of the examination, an ap-

plication blank properly filled out. Copies of the rules of the board and application blanks may be had by addressing the clerk, Supt. H. B. Williams, Sandusky, Ohio.

— "So many gods,  
So many creeds,  
So many paths that  
Wind and wind,  
While just the art of being  
kind  
Is all the sad world needs."

— Prin. J. W. Guthrie, of the Alliance high school, has discontinued school work, at least for a time, in order to accept a position in the office of School Commissioner Jones.

— Supt. L. E. York, of Martin's Ferry, is spending his vacation doing professional work in Teachers' College, Columbia University, New York.

— The following teachers have been elected at Versailles, Darke county, for the coming year: First grade, Miss Jennie Trion; 2d grade, Miss Grace Lucy; 3d grade, Miss Clara Belle Wilson; 4th grade, Miss Neva M. Wesner; 5th grade, Miss Emma Oerthman; 6th and 7th grades, Ralph L. Stamm; 8th grade and high school assistant, Miss Anna V. Harris; high school principal, Ora K. Probasco; musical directress and librarian, Miss Olive B. Chambers; superintendent, J. E. Yarnell.

— "If I knew you and you knew  
me —

If both of us could clearly see,  
And with an inner sight divine  
The meaning of your heart and  
mine,

I'm sure that we would differ less,  
And clasp our hands in friendli-  
ness,

Our thoughts would pleasantly  
agree

If I knew you and you knew me."

— Supt. F. P. Geiger, of Canal Dover, has been re-elected for a term of two years and his salary increased to \$1,650, the highest point the salary has ever reached. Moreover this is the ninth increase in salary that has come to him in ten years, and, on the face of it, this is eloquent testi-

He holds both life certificates and a twelve-year diploma in the O. T. R. C. He has been a member of the Ohio Teachers' Association and of the N. E. A. for years and years and is glad of it. Last year he was President of the Eastern Ohio Association. He is in constant demand for



SUPT. F. P. GEIGER.

mony to his efficiency. He is another of these farmer school-teachers that run riot on the mundane sphere. As a college graduate he is a great success, having graduated from Mount Union College three times, once in 1892 and twice in 1894. He is now working out his Master's degree, and will graduate again some fine day.

addresses at educational meetings of all kinds, and never fails to instruct and inspire. He was married in 1896 to Miss Electa McConkey, of Canton, and, in this case, both are glad of it. There are two younger Geigers, Wendell Wellington and Hazel Rowena, both in public school. The notable success of Supt. Geiger

in school work lies in the fact that he has rare executive ability and understands full well how to organize his forces to the best advantage. There are 33 teachers in the corps and under their efficient leader they move forward as a unit, working out their problems hopefully and cheerfully. There is no luck or good fortune connected with the successful advance of Supt. Geiger, but just plain, hard, continual work and, since "Wisdom is justified of her children," his success in school work proves his wisdom, his good judgment, his fidelity to right standards, and his sterling manhood.

— Supt. W. A. McCurdy, Supt. A. C. McDonald, and Rev. H. T. Weber, the county examiners of Coshocton Co., conducted the Patterson commencement in that county at Coshocton July 13, graduating a class of fifty.

— Supt. W. A. McCurdy, after five years of faithful and effective service at West Bedford, has resigned to accept the superintendency at Keene. He has served six years on the board of examiners in Coshocton county and now retires of his own motion. He is one of the recognized leaders in Coshocton county, and always has his gaze toward better conditions.

— The salary of Supt. Wm McK. Vance, of Delaware, has been advanced to \$2,200.

— Teacher — "Yes, Tommy, in old New England they used to burn witches."

Tommy — "G r a c i o u s, ma'am! Didn't they have a fuel famine?"

— Bear in mind that the MONTHLY party starts on its European tour June 24, 1908. Going with this party you will see the lands lying between Liverpool and Naples, the

very lands you have studied and dreamed of. Send to us for particulars.

— The Patterson commencement of Columbiana county was held at Lisbon July 20, under the supervision of Supt. F. Linton, of Salineville, Clerk of the Board of Examiners. The class address was given by Supt. H. Z. Hobson, of Cambridge. There were 79 in the class.

— "Half Hours with Mammals," by Charles Frederick Holder, has just been published by the American Book Co., Cincinnati, and the teachers of zoology and nature study will find it admirably adapted to the purpose of arousing an interest in these subjects. Price, 60 cents.

— "Now, Mary, can you, tell me whether a cat has fur or feathers?"

With scorn and contempt, mingled with a vast surprise, Mary said:

"Gee, teacher, ain't yo never seen a cat?"

— E. F. Eminger, of Euclid, will have charge of the Science Department in the Ravenna high school this coming year.

— Daniel L. Burke, former instructor in mathematics in the South Orange, N. J., high school, and a former pupil of Dr. David Eugene Smith's, has been elected principal of the Technical School of the University of Cincinnati.

— Miss Alice Snyder, of Barnesville, has been chosen instructor in General History in the Academy of Mt. Union College for the coming year.

— On July 1st the Alliance board of education elected James E. Vaughan principal of Alliance high school. Mr. Vaughan has been instructor in mathematics in the same school and succeeds J. W. Guthrie

as principal. The latter has accepted a position in State School Commissioner's office.

— Roy Coffey, of Ann Arbor, has been elected teacher of commercial branches in Akron high school.

— Miss Helen M. Dudley, a graduate of the University of Michigan, succeeds Prof. L. R. Gibbs during the latter's absence for a year from the English department of Mt. Union College. Prof. Gibbs will work upon his Ph. D. at Northwestern University.

— Miss Carrie Sears succeeds Miss Grace L. Robinson as Prof. of German at Mt. Union College.

— Mr. Louis Limper, of Kenosha, Wis., has been chosen teacher of first year branches in Berea high school.

— Prin. W. L. Richer, of Coshoc-ton high school, resigned to accept a position in New Mexico and is succeeded by C. E. Bryant, formerly science teacher in the same high school. Mr. Bryant was later principal of Galion high school, but left to go in business with his father-in-law in Wellsville, N. Y. Mr. Bryant's many Ohio friends will welcome him back as a strong high school man.

— Supt. H. E. Hall, of Rudolph, has been elected to the superintendency of Prairie Depot and will give excellent service.

— Ohio Wesleyan University conferred the degree of Litt. D. upon Supt. F. B. Dyer, of Cincinnati, and the degree of M. A. upon Supt. E. B. Cox, of Xenia, at the recent commencement.

— "Explain," said the teacher to the class, "the difference between 'the quick' and the 'dead.'"

"Please, ma'am," answered Johnnie, "the quick is them as gets out of

the way of motor-cars, and the dead is them as doesn't." — *Tid-Bits*

— Prin. S. L. Eby, of the Cadiz high school, has been promoted to the superintendency of schools in that city.

— Supt. W. E. Sealock, of Groveport, has accepted the principalship of the Circleville high school.

— E. E. Ray returns to his former work as superintendent of schools at Commercial Point.

— Supt. R. H. Allison, of Ashley, has been elected to a like position at Richwood.

— Supt. F. B. Bryant, of Richwood, has been elected to the superintendency at Eaton.

— L. K. Wornstaff, Supt.-elect at Ashley, and Miss Elizabeth Wilt, were married at the home of the bride at Ashley, June 12. Congratulations.

— Wife — "You never take anybody's advice."

Husband — "If I had you would still be teaching."

— Supt. M. Jay Flannery, of Sabina, has been re-elected with a nice increase of salary, for a term of three years, after having served for five years. Such recognition naturally attracts attention and gives the feeling that the man thus honored must be worthy. In the five years he has served the people they have had ample opportunity to test him and this recent three-year election shows that he has not been found wanting. His early education was obtained in the country school and at the Fairfield high school. Later on he graduated at Hidelberg University. He was superintendent at Fairfield, then at Jamestown seven years, and five years ago began his present work. He is a county examiner in Clinton

county, and is working day by day to further the educational interests of his county. This summer he is especially busy with the new \$40,000 school building for which the people voted a bond issue. He is a diligent student and in literary subjects he is one of the best equipped public school men in the State. He knows

—Now, let us all put our shoulders to the wheel and get 2,500 memberships to the Ohio Teachers' Association and 12,000 members of the O. T. R. C., so that the people round about us may see that we are in earnest in the matter. Then with good grace we may appeal to these same people for increased support for the schools.



SUPT. M. JAY FLANNERY.

the writings of many men with whom only the specialists are familiar. He does not incline to push out into the open, but all the while he is doing efficient work which wins the esteem and sympathy of the children and their parents. May his three years be the happiest, brightest and best of his life.

— Parties considering a trip to the Yellowstone Park this year should send to N. M. Breeze, General Agent, Chicago and Northwestern Ry., 436 Walnut St., Cincinnati, O. Some splendid opportunities are offered. All parties personally conducted. Tours of two weeks. Six and a half days in the Park.

—Supt. J. R. Beachler, of Eaton, has been elected to the superintendency at Piqua. He has steadily and persistently worked his way upward and has richly earned promotion. He taught four years in country schools, was principal of village school four years, six years as township superintendent and principal of high school, four years superintendent at Arcanum and two years at Eaton. He is a graduate of Earlham College and spent two summer terms at Harvard.



SUPT. J. R. BEACHLER.

He holds both life certificates and there are fifty-three people now teaching who were his pupils. He is a clean, wholesome man, with high standards of school work, and also of manhood. In him progressiveness and conservatism blend most happily and his success at Piqua is a foregone conclusion.

—Shakespeare's "As You Like It," is the latest addition to the elegant Gateway Series of English Texts by the American Book Co., Cincinnati. Price, 35 cents.

—Senator Reynor, of Maryland, tells a story of a meeting in a school district where the teachers' salaries were unusually low. A rich, portly banker opened the meeting with an address and concluded his remarks with an enthusiastic gesture and the words, "Long live our teachers." "What on?" shouted a thin, pale, little man in a shabby coat smeared with chalk.

—Lowell Gompf, twelve years old, of Waldo, recently passed the Patterson examination in Marion county, and has in bank \$154.73 which he has earned selling papers. He expects to go to college after completing his high school course and is getting ready. He'll do.

—B. O. Skinner, of Streator, Ill., has been elected superintendent at Athens. He attended Ohio University two years and later graduated at Chicago University. He is no stranger to Ohio men and schools and knows full well the conditions. In coming to Athens he is but returning home and many friends will accord him a hearty welcome.

#### UNIFORM QUESTIONS FOR JULY.

##### GRAMMAR.

- 1 We should justly ridicule a gen-
- 2 eral, who, just before an action,
- 3 should suddenly disarm his men, and
- 4 putting into the hands of all of them
- 5 a Bible, should order them, thus
- 6 equipped, to march against the
- 7 enemy. Here we plainly see the folly
- 8 of calling in the Bible to support the
- 9 sword; but is it not as great a folly
- 10 to call in the sword to support the
- 11 Bible? Our Savior divided force
- 12 from reason, and let no man presume
- 13 to join what God hath put asunder.
- 14 When we combat error with any
- 15 other weapon than argument, we err
- 16 more than those whom we attack.—
- 17 Colton.

The first eight questions are based upon the selection quoted above.

1. Point out all subordinate clauses (naming only subject and predicate) and classify them (as adjective, objective or adverbial). 2. Give the syntax of four infinitives. 3. Explain all participial uses. 4. Select ten adverbs and tell to what class each belongs. 5. Give the mood and tense of each of the following verbs: should ridicule (1), should disarm (3), let (12), presume (12), hath put (18). 6. Classify each sentence according to (a) use and (b) form. 7. Select one appositive, one verb in the ancient style; one ellipsis; two abstract nouns. 8. Parse in full, equipped (6), in (8), than (15). 9. "Who gave you this candy?" asked the boy who had just come up, helping himself to as many pieces as his mouth would accommodate. Classify all of the pronouns in the above sentence. 10. Classify phrases with respect to use and illustrate each class.

### THEORY AND PRACTICE.

1. Explain the maxim. "The primary principle of education is self activity." 2. Discuss the relative values of punishment and of reward as school-room motives. 3. How does a device differ from a method? Name some devices used in teaching geography. 4. Mention, in their respective order, five topics of hygiene that you would teach to pupils in the lower grades. 5. State the principle that should govern the infliction of punishment. 6. Give the characteristics of education during the Middle Ages. 7. What faculties of the child are predominantly appealed to during the first years of instruction? The later years? 8. What are the officers of a school district in Ohio? What are their duties? 9. What should be the temperature of your school-room? Where no special apparatus is installed, what methods, in winter, would you employ to keep your school-room properly ventilated? 10. Name the founder and state the purpose of the kindergarten.

### ARITHMETIC.

1. If I have room in my stable for a grain bin 8 ft. by 4 ft., how deep must I make it to hold 72 bu.? 2.8 ft. 2. What sum of money at 6% simple interest will produce in one year and six months the same interest that \$2,700 will produce at 4% in two years and

eight months? Solve by proportion \$3,200.

3. Simplify:

$$\begin{array}{r} .33 \\ 10+2\sqrt{225} \\ \hline 6\frac{1}{2} \\ .0065 \times \frac{3\frac{1}{2}}{3\frac{1}{2}} \end{array} \quad \frac{3}{4}$$

4. A suspension bridge has four cables, each 1872 ft. long and 1 ft. 2 in. in diameter. The contract for painting their entire surface was let for \$350. What was the price per square yard?  $11\frac{1}{2}$ ¢. nearly. 5. How much lumber will be required for the bin mentioned in problem one, 1" boards being used, and the bin made without a top? 1,036 yds. What will be the cost at \$28 per M? \$2.88. 6. A girl had \$250 invested for her, at 6%, on her birthday. When she became 21, it amounted, with interest, to \$400. How old was she when it was invested? 11 years. 7. I bought 19 shares of 7% manufacturing stock, at 128 $\frac{3}{4}$ . On the same day I received a semi-annual dividend, and then sold for 126. No brokerage. What was my loss or gain? \$14.25 gain. 8. Three commercial men having headquarters at Cleveland cover a circuit of towns in 10, 15 and 25 days respectively; if they leave at the same time, how many circuits will each have made when they all next meet at headquarters? 15, 10, 6.

### ORTHOGRAPHY.

1. Discuss the relative advantages of oral and written lessons as tests of a pupil's ability to spell. 2. Indicate the correct pronunciation (accent, division into syllables, and diacritics) of the following words: recess, pianist, idea, combative, scallop. 3. Define five of the following: antipodes, terrestrial, anecdote, trophy, salutary, whey, indigenous, wrath. 4. Write a homonym of each of the following: flocks, flow, symbol, surge, sucker. Write a synonym of each of the following: wretch, appease, dense, idolize, death. 5. Write the abbreviation for five of the following found in the dictionaries: colloquialism, Anglo-Saxon, obsolete, synonym, diminutive, poetical. 6. Write the following: alcohol, reunion, granary, Thackeray, miracle, wizard, edible, plantain, sausage, thievery, domineering, inso-

lence, copious, rancor, sleuth, measles, ecstasy, anchorage, shampoo, stupefy, fiendish, Valparaiso, tussle, rhubarb, satchel.

### PHYSIOLOGY.

1. Name all the organs concerned in the digestion. 2. Describe the arterial circulation. 3. How is the blood supply going to the various organs regulated? 4. Name some foods rich in starch; gluten; albumen. Where is each digested? 5. What are the effects of alcohol upon the special senses? 6. Discuss the skin as an excretory system, and show how its structure is adapted to this function. 7. How does the spine articulate with the skull? 8. Of what value to the eye are the optic nerves; the aqueous and vitreous humors. 9. Name three common poisons and their antidotes. 10. Describe the structure and state the function of the cerebrum.

### LITERATURE

1. Tell which of the following poets you admire most as a man, which as a poet, and why: Lowell, Poe, Wordsworth, Byron, Bryant. 2. Quote at least five consecutive lines from any two of the following. Milton, Emerson, Whittier, Burns, Goldsmith, Holmes, Tennyson. 3. Tell upon what the literary value of a work of history depends and name some works on history that stand high as literature. 4. Why should every student of literature know something of "rare Ben Johnson"? Tell something of his personal characteristics. 5. Name three Americans and two Englishmen who have been both statesmen and literateurs. 6. Define each of the following and name a production which exemplifies it: drama, lyric, poetry, realistic fiction. 7. State whom you consider the greatest American novelist; whom you consider the greatest living American novelist. Defend your position in each case. 8. Tell what you can of literature in America before the Revolution. 9. Who are our foremost nature writers of today? Indicate some of their material that is adapted to school use. 10. Locate five of the following characters: Portia, Sam Weller, Simon Legree, Tom Sawyer, Ramona, Arthur Dimmesdale, Uncas.

### GEOGRAPHY.

1. What is the starting point for

measuring longitude? In what time do the sun's vertical rays pass over one degree of longitude? 2. Why is the climate of Montana colder than that of the state of Washington? 3. What towns are located at the proposed extremities of the Panama Canal? Of what advantage will this canal be to commerce? 4. How many and what drainage basins has Ohio? 5. Name ten of the world's navigable rivers (not in America) and compare the commerce of one of them with that of the Mississippi River. 6. Trace the route of a United States warship from St. Petersburg, Russia, to the United States Navy Yard at Norfolk. 7. Compare the method of English government in Canada with that of English government in India. 8. State facts of geographical interest concerning Singapore, Havre, Bremen, El Paso and Oporto. 9. Compare the western highlands of the United States with the eastern highlands. 10. Name and locate a city famous for the manufacture of each of the following. paper, lace, toys, shoes and silk.

### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Which was the last English colony founded in America? Give the founder's name, date of founding and purpose of the colony. 2. Give the homes of the following Indian tribes: Cherokees, Pequots, Mohawks. What were usually the relations between the Jesuits and the Indians? 3. Name five acts of the British government that hastened the rebellion of the colonies. 4. Give an account of the engagements at Saratoga. Who was commander of the colonial troops? Who were the real heroes of the battle? 5. Summarize the difficulties Washington encountered in undertaking the presidency. 6. What was the purpose and effect of the Embargo Act of 1807? 7. Give the names of several prominent champions of the cause of slavery, and the arguments they advanced to justify secession. 8. Name some causes of the financial panic of 1873. 9. How are presidential electors chosen? What determines the number of electors to which a state is entitled? 10. How many amendments have been made to the Constitution since the Civil War? What has been their general purpose?



**EDUCATIONAL NEWS.**

— Miss Jessie Hutsinpillar, of the Ironton high school, has been elected to a fellowship in Ohio State University, and her work in the high school next year will be taken by Miss Louise E. Marting.

Knowles, Maud Pownall, Carrie Crute, Cora Phillips, Bertha Drenan. In the past two years the attendance in the high school has been perfect and not a tardy mark. Fifty-five per cent. of high school boys, graduating class, seven boys and two girls.



SUPT. W. N. BEETHAM.

— Supt. H. E. Denig, of Manchester, has been re-elected for three years and salary increased from \$85 to \$100, Prin. H. H. Reighlay from \$55 to \$65, Miss Lizzie Lang from \$40 to \$55, Miss Frances Bradley from \$40 to \$50, and the following from \$35 and \$30 to \$40: Misses Grace Owens, Lucy Hayslip, Lulu

— Even the most sanguine friends of President Fess were not prepared for the success which has crowned his efforts in the Antioch Chautauqua followed by the Summer School. The Chautauqua called for a large expenditure of money to secure the very best talent on the platform, and for a faith in its success

which was a severe test for even such a man as Dr. Fess. In this he won a complete victory. From fifty to one hundred students was the estimate — an extravagant one it seemed to the best friends of the College — of the President for the Summer School, but one hundred and twenty-seven actual students were enrolled when the editor spent a week there in July.

The character of the students is even more impressive than the number. Many of them are among the prominent and successful teachers of Ohio and their work in the class room has been of a high order. All will return to their homes with the most pleasant recollections of their term at Antioch College with its beautiful campus and pleasant surroundings.

The outlook for the coming year is most encouraging. The dormitories and college buildings, all most substantially built, are being put in good condition for the occupancy of students, the laboratories are surprisingly well equipped, and best of all some of the members of the faculty, whose indifference to the success of the College has been their most marked characteristic, have been granted a permanent leave of absence. From now on Antioch College, which has for so many years been more of a sentiment than a reality, must be reckoned with as a vital force in the educational affairs of Ohio.

— Supt. D. H. Clark, of Crestline, has been re-elected for three years although he had one year to serve on contract. The following teachers have been re-elected: Prin. G. A. Davis, Miss Dora Chambers, Allan Smith, Miss Ida Blum, Miss Sarah Dunn, Mrs. S. E. Peppard, Misses Anna M. Crowe, Lydia Guthlin.

Cora Chambers, Ethel Smith, Nellie Cully, Carrie Miller, Carrie Sutz, Alvena Kroegel, Minnie Webster, Rosa Ellis, Margaret Shepard and Nellie Hesser.

— Wm. C. Woodland, teacher of science in the Warren high school, will discontinue school work at the end of this year, having accepted a position as chemist in a local manufactory, at a salary much larger than the schools will pay.

— Supt. C. S. Wheaton, of Port Clinton, retires from school work at the end of this year after twenty-nine years of service that has made many people better and happier. He served five years at Plain City, six at St. Mary's, nine at Athens, two at Beaver, Pa., and six at Port Clinton. He will retire to his peach farm east of Port Clinton and become the Luther Burbank of Ohio. His record has been most wholesome and inspiring and the MONTHLY extends to him best wishes and the hope that many years remain to him of supreme happiness and prosperity.

— Supt. L. K. Wornstaff, of Johnsville, has been elected to the superintendency at Ashley. As this is his home town, his election comes as a very distinct honor of which he is in every way worthy.

— "What is the meaning of 'alter ego'?" asked the teacher of the beginners' class in Latin.

"The other I," said the boy with the curly hair.

"Give a sentence containing the phrase."

"'He winked his other I.'"

— In the *Ohio Magazine* for July, Supt. J. D. Simkins contributes an excellent article on "Newark as a City of Homes and Health."

— At the recent N. E. A. meeting, five committees were appointed and

\$500 appropriated to each. These committees are to make reports on the following subjects:

1. To investigate and submit a tentative report on a system of teaching morals in the public schools.

2. For the further investigation of industrial education for rural schools.

3. For a preliminary inquiry into the contemporary judgment as to the culture element in education, and the time that should be devoted to the combined school and college course.

4. To consider and make a preliminary report on the shortage of teachers and colleges, causes and remedies.

5. To make a preliminary report on "provisions for exceptional children in the public schools."

—"I have the most names," said little Fern. "Sister calls me 'Baby,' and papa calls me 'Jimmy.'"

"And what does your teacher call you?"

"Oh, she calls me 'Next.'"—*Little Chronicle.*

—Supt. A. G. Deaver, of New Straitsville, has been appointed superintendent at W. Hammond, Cook Co., Illinois, at a salary of \$1,200. We are sorry to lose him from Ohio for he is a good man. He has devoted his vacation to study at Lima College.

—The American Book Co. has issued a "Text-Book in General Zoology," by Prof. Glenn W. Herriek, of the Mississippi Agricultural and Mechanical College. Price \$1.20.

In this book, each branch of the animal kingdom is introduced by a familiar and accessible type. The discussion of this type expresses in an organized form, the details of the work already supposed to have been done in the laboratory and field and brings out the characteristics of the

branch of which the type is an example. After the various forms of the branch have been studied, their characteristics are summed up, their adaptations to environment and their economic significance are discussed, and lastly, a clear, concise classification of the group is given.

—Dr. Frank Pierpont Graves, of the University of Missouri, has been elected to the chair of History and Principles of Education in Teachers'



SUPT. C. A. WILSON.

College of Ohio State University: He is a graduate of Columbia and has been honored with degrees by Boston University, Heidelberg University, and Hanover College. He is the author of six books pertaining to Greek, and has contributed many articles to educational and literary periodicals. His teaching experience has been gained in Columbia, Tufts College, and the University of Missouri. He was president of the University of Wyoming two years and the University of Washington: five

years. He is thirty-eight years old and his family consists of a wife and three children. Ohio will be the gainer by his coming, for he is a ripe scholar and a distinguished teacher.

—Supt. F. B. Bryant, of Richwood, is a repeater. He is the most numerous elected man in these parts. He was re-elected at Richwood for two years, then to a position in the high school at Dayton, then to a permanent position in the University of Wooster, and then to the superintendency at Eaton. There's really no telling what other places will invite him before the end of the campaign. The chances seem favorable for his accepting at Eaton.

—Wm. H. Stewart has been elected superintendent at Oxford. He filled this position for a time and then went into the banking business.

—Edward Trader returns from Loraine, Wyoming, to his old Ohio stamping ground to become principal of the high school at Troy.

—Frank O. Baldwin, who graduated from Baldwin University in June, has been elected superintendent at Thompson. He graduated at the Tri-State College of Angola, Ind., in 1905, and has had seven years' experience.

—Supt. W. H. Altamer, of College Hill, has been re-elected, has had \$250 added to his salary, has been granted a high school life certificate, and is continuing his graduate work in Columbia University. That's a good record for one summer.

—Supt. H. R. McVay, Supt. E. A. Hotchkiss, Supt. J. E. Collins, and Supt. H. L. Turnipseed are all teaching in the summer school of Miami University.

—Supt. W. N. Beetham, of Carrollton, has been elected to the

superintendency at Bucyrus, for a term of three years at a salary of \$1,700. This is a recognition of which his many friends may be proud. As for himself, while he recognizes and appreciates the honor, he is far too sane not to look upon it as a responsibility and an opportunity rather than an achievement. Bucyrus is a good town, and has good schools. Supt. Bliss has done good work and Supt. Beetham's aim and ambition will be to make the superstructure worthy of the excellent foundation. The MONTHLY wishes him abounding success in this new field.

—The Commencement member of *The Spy*, which is published by the pupils of the Galion high school, is the most ambitious school paper we have seen. This number contains 140 pages of reading matter, including an article by each of the high school teachers and Supt. Guinther, with a cut of each. The school is to be heartily congratulated upon the enterprise and literary ability of its pupils.

—In his annual report, Dr. J. J. Burns shows that the following counties made distinct gains last year in O. T. R. C. readers: Brown, Clark Crawford, Cuyahoga, Darke, Defiance, Fairfield, Marion, Seneca, Stark, Tuscarawas, Washington, Wood. The gain in these counties was 1,250. There are six counties in each of which the number of members is less than ten, but we shall not give their names.

—In O. T. R. C. memberships, Clinton Co. increased from zero to 108; Columbiana from 2 to 125; Highland, zero to 28, and Hocking from 2 to 50. These four counties made a gain of 311 and they have only just begun. Now, isn't it beautiful?

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## YET I AM NOT FOR PITY.

BY MRS. ELLA HIGGINSON.\*

For me there are no cities, no proud halls,  
No storied paintings, nor the chiseled snow  
Of statues. I have never seen the glow  
Of sunset die on the deathless walls  
Of the pure Parthenon. No soft light falls  
For me in dim cathedrals, where the low,  
Still seas of supplication ebb and flow.  
No dream of Rome my longing soul entralls.

O but to gaze in a long-tranced delight  
On Venice rising from the purple sea!  
O but to feel one golden evening pale  
On that famed island from whose lonely height  
Dark Sappho sang with burning ecstasy!  
But once — but once, to hear the nightingale!

Yet I am not for pity. This blue sea  
Burns with the opal's deep and splendid fires  
At sunset. These tall firs are classic spires  
Of chaste design and, marvelous symmetry  
That lift to burnished skies. Let pity be  
For him who never felt the mighty lyres  
Of Nature shake him through with great desires.  
These pearl-topped mountains shining silently—

They are God's sphynxs, God's pyramids;  
These dim-aisled forests His cathedrals, where  
The pale nun, Silence, tiptoes velvet-shod,  
And Prayer kneels with tireless, parted lids;  
And through the incense of this holy air  
Trembling, I have come face to face with God.

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\*Mrs. Higginson lives on Puget Sound in Oregon.

## THE FUNCTION AND VALUE OF AN AGRICULTURAL COURSE IN THE HIGH SCHOOL.

BY PROF. A. B. GRAHAM, COLUMBUS.

So long as the virgin soil, under traditional methods of tillage and cultivation, responded generously to the hand of the farmer, little did he feel the necessity for that kind of education which would make him the master over the materials with which he was obliged to work.

The productive power of the soil and the crude materials which he was obliged to use and the lack of necessity for greater production of farm products to feed the city did not make him feel obliged to conserve the productivity of the soil nor to improve upon the implements nor to give little care or concern to the improvement of the variety of product.

So far back as 1824, Daniel Adams wrote an "Agricultural Reader Designed for the Use of Schools," and up to 1861 there were no less than nine elementary books on the subject of agriculture; yet no attention was given to them except by a few scientists and a few publishers who were exerting every effort to give variety to state school libraries that were being put on the market in the decade from 1850 to 1860. A few of these books can be found to-day as remnants of old State School Libraries.

The expensive and reckless farming carried on during the past forty years has reduced the productive power of the soil. The population of cities has increased so rapidly, and with their growth an increasing demand for the product of the farm to that degree that it has become quite as necessary to produce in large quantities as to produce an article

of high quality. The people of the cities have been and are now looking upon the farmer as an individual who must not only be able to respond with his physical ability but with his mental ability to furnish products from his field that will satisfy the demands of the most fastidious.

Under the Morrill Act, the land-grant colleges were established to meet a necessity for scientific training in agricultural work, but since these colleges are at such a distance from the mass of the people needing agricultural education, and the expense of attending such schools being, many times, considerably beyond the ability of many parents to meet, the attendance at such colleges is much less than the most sanguine have hoped for. These colleges, however, are performing a most important work in preparing young men for instructional, delicate experimental work and for leadership in the practice of modern farm methods. Since at least one-half of those attending school are in the elementary grades of the rural schools, the necessity for agricultural education has thrust itself more or less into the elementary grades where the natural environment of the child is being utilized, in a small degree, to prepare a foundation for a more extensive education in the high school, which will the better prepare young men and young women to carry on their life work more economically and with a degree of joy and pleasure that should be the reward of every citizen.

The function of an agricultural

course in the high school should be to offer studies whose general cultural value is quite as great as the agricultural value. A young woman or a young man who sees in his agricultural work little else than the scientific side of it will enter life with the all-too-prevalent belief that that which is practical only, is the open sesame to the greatest pleasures of life.

Perhaps the county, township, or village high school offers its courses at such a time in the life of the child that its studies have a most beneficial effect, since in this period the individual is seeking the cause for the effect and is looking for results from certain causes. Life habits are being formed not only for citizenship but for his occupation. Neither an agricultural nor a manual training course should be offered as substitutes for present courses, but rather as a more direct adaption and application of the present studies to the industries of the people who support the school. A protest has many times been sounded against secondary education in the expression, "My child will never become a teacher or a lawyer." The demand for industrial education, and the protest against the so-called cultural and disciplinary studies will never be properly satisfied by substituting a majority of agricultural studies or manual exercises for studies that reinforce or furnish a foundation for the moral and social virtues incident to agricultural or applied science work in such courses. The question is one of adjustment and adaptability rather than one of substitution.

The course in the natural sciences should be so arranged and so taught that the child's own environment and the occupations of the people in his own vicinity should, as much as possi-

ble, become subjects for illustration and example. Any science taught as an applied science should apply largely to the industries of the people who support the school. No high school course should be so intensely agricultural either on studies or exercises that it leads to the formation of a caste. It should be reasonably liberal rather than technical.

The high school agricultural course occupies a middle position between incidental agricultural exercises of the elementary school and the purely technical courses in the agricultural college. Since agricultural work is, in the main, scientific, a foundation for such a course must be made in the science branches. Soil formation, surface drainage, temperature and its effects upon plant and animal life, the distribution of animal life, etc., are agricultural subjects coming within the scope of physical geography. Capillarity and porosity of soils, film and gravity water, evaporation and mulches are subjects relating to tillage and the methods of cultivation, come within the field of elementary physics. The setting of the plow to take more or less land, the adjustment of collar, hames, and traces to secure the most advantageous draft, the mechanics of the horse, the manipulation of farm implements, the use of the gasoline and steam engines, the creaming and separating of cream, the churning of butter, osmosis in the stems of plants, and evaporation from their leaves, ventilation and color harmony, are all subjects to which some principle of physics may be applied.

The study of germination, vitality of seed, plant food, the effect of environment, heredity, and selection, fertilization, budding, grafting, and the making of outdoor observations in the study of plant economy only

intensify interest in the study of botany. There are a few biological subjects, especially heredity, selection, and the principles involved in breeding, which are much more impressive and the results more immediate if taught by using plants. The principles of plant breeding being practically the same as those of animal breeding, little or no attention at this period of school life need be given to animals beyond the external points of excellence.

The new zoology, will treat more or less on the economic value of animals and insects as well as of their ecology and type forms. Chemistry as usually taught in small high schools without proper apparatus is of so little value that if a substitution were to be made in the high school course, zoology should take the place of chemistry. Elementary chemistry alone has so much less to do with the ordinary practice of agriculture than is usually credited to it that if the elementary work cannot be followed by qualitative and quantitative analysis the time spent on it is worth less than that spent upon any other science study in the high school.

The subject of plant nutrition is not a subject which for the mass of farmers necessitates a knowledge of chemistry, but rather of such studies as physics and the biological sciences. The availability of plant food requires a greater knowledge of methods of tillage and cultivation and of botany, than of chemistry.

Such subjects as may seem to require a knowledge of chemistry to apply on the farm or in the kitchen really need but little more than to recognize and consider such chemical characteristics of matter as may appeal to the senses, or the phenomena of certain chemical actions. Determinating the presence of albumen

in milk, carbon in sugar, starch in food, how to generate carbonic acid gas, to know its characteristics, the effect of salt upon juices in meats, the removal of grease, fruit, and grass stains and paint or ink from woods and fabrics, are all exercises requiring no knowledge of chemical reactions to make them practical. However, it is preferred that the teacher who offers such exercises should understand enough chemistry to assist pupils to understand simple chemical formula, more or less of the nomenclature of this science, and an occasional reason that comes within the understanding of the class.

The subject of elementary chemistry may be taught as a part of an agricultural course, but it is far from being as important as physical geography, botany, zoology, and physics.

Exercises directly related to the mathematical and natural sciences or incidental to the study of them should make up a manual training course. The making of berry boxes, models of gates, trays for testing seed corn, graft and bud setting, grinding tools, rope splicing and knot tying, planning of fields and gardens, are exercises more or less related to the regular studies. These and similar exercises offer quite as much for self expression and to cultivate the desire to take the initiative as is offered in any manual training school. The joy that comes from achievement and the habits of accuracy and the acquisition of manual skill result from manual exercises that apply directly to the comfort, convenience, and economy of the farmer and his family, quite as much as from those exercises best suited to the trades of the city.

The function of an agricultural course is further performed by as-



sisting young men and women to conduct tests and experiments at home, when the conditions under which the work is being done are those which they need to know most about immediately. In conducting such experiments, soil conditions, artificial drainage, topography, the demand of the markets, the necessary keeping of records, leads the young student to the study of adaptability from the point of physical conditions and the demands of the market; the keeping of records directs the experimenter into the practice of being economical and accurate. If after an agricultural course has been offered there is no effort made to establish the practice of economy, all that has been offered is of little practical value. The horse or sheep that eats its head off, or the cow, hog, or fowl that can't "earn its board and keep" are little more than living objects satisfying a fancy; the planting of seeds whose vitality is low or those that are infected with smut or scab, results in losses far beyond what the average farmer would believe. In such farming there is not the least show of self expression, initiative, or profitable achievement. In addition there is utter disregard for accuracy, and not the least display of good judgment or economy.

A high school offering an agricultural course should not look entirely to its sciences for manual exercise and gross experiments through which to perform its functions. Enough remains of its literature, history, and art. in rich contributions, that tell of the pleasures of the farm as sung by American and English poets; that tell of the results of the great plant and animal breeders and the inventors of farm machinery whose labors in the peaceful arts have redounded quite as much to their glory as have

the labors of the statesmen or warrior; on the painter's canvas, domestic animals, the farmyard, and beautiful fruit have found a place where they may be admired no less than historic or sacred subjects.

Not the least important function of high school work is to create a wholesome school atmosphere that will arouse an interest in the beauties and pleasures of rural life. And the teacher of a rural school who neglects an opportunity to spiritualize rural life loses much of the joy that comes from doing good.

The value of an agricultural course or any other course must be measured in terms of citizenship, pleasure, and utility.

Any course of industrial education will cultivate the spiritual, moral, and social virtues. This statement is especially true of agricultural education, since it has so much to do with many of the Creator's laws as are manifest in living things. To know these laws dispels the darkness of ignorance and superstition. Agricultural literature and natural phenomena are interpreted in the new light of scientific truth. Drudgery is elevated to the high plane of work, where cause is sought for the result, or results may reasonably be expected from known causes; where the production of itself is not a standard of value, but the efficiency, skillfulness and joy of the husbandman are the true measures of the value of industrial education.

Such courses are conducive to producing enterprising citizens—they see more in the pleasures of life; the lawns, the country roads, the little church, and the rural school, all show the touch of an aroused interest. Contributions to public organizations are more liberal, especially to the school where there are teachers who

know the needs of the farmer and who seek to offer as much for utility as for the enrichment of life.

As to the utilitarian value to be placed on agricultural courses in high schools many specific results might be mentioned, but, in a limited territory, the writer has observed a new interest manifesting itself as to how the productive power of the soil may be maintained or increased, how the increase of yield of cereals and fruits can be secured. Work benches, milk testers, and germination outfits are not infrequently found in the same room with the air pump, electrical apparatus, and microscope.

The attendance at the township and village high school has increased; a new field for education has digni-

fied farm work, and many a country boy and girl who are now in the elementary grades are looking forward to the work in the high school to prepare them for their life work in the farm. A country high school course that is not too intensely agricultural will offer quite as much if not more than any other, to prepare for any calling in life.

The function of the industrial courses must be to answer to the call of the millions who labor with both hand and mind in preparing the individual to be an active citizen-artisan, and the measure of its value must, in a degree, be determined by the character of the man and by the product of his hand.

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## O. T. R. C.—SUGGESTIVE PLAN OF STUDY FOR THE YEAR 1907-1908.

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BY SUPT. J. P. SHARKEY, MEMBER OF THE BOARD OF CONTROL, VAN WERT.

### I.—KEITH'S ELEMENTARY EDUCATION.

September—Read carefully Chapters I. and XV. Study Chapters II, and III.

October—Study Chapters IV, and V.

November—Study Chapters VI, and VII.

December—Study Chapters VIII, and IX.

January—Study Chapters X, and XI.

February—Study Chapters XII, and XIII. Read and discuss Chapter XIV.

In the study of Professor Keith's Elementary Education, note continually the carefully prepared Appendix.

Part I is a summary which will be found extremely helpful in the study of the work. Part II contains questions and additional topics for discussion and review.

### II.—LA SALLE, AND THE DISCOVERY OF THE GREAT WEST.

Beginning with September, four chapters; three chapters in each succeeding month to April; in April, last four chapters.

Read carefully preface to first edition; and to the eleventh.

With each month select for study some other explorer, pioneer, or missionary whose life and work is in some way closely linked with the career of La Salle.

During the first three months make special study of the geography, of all the territory included in the explorations, wanderings, and colonial schemes of La Salle.

In December make a careful study of the Indian tribes with whom the early French settlers came in contact.

In January study the various religious orders interested in French missionary enterprises in North America.

During the remaining months study as collateral material:

(1) English and French Rivalry in America.

(2) Spanish and French Rivalry in America.

(3) Other Writings of Parkman.

(4) Other works similar in scope to Parkman's.

### III.—PAGE'S CHIEF AMERICAN POETS.

Note the statement in the Reading Circle Bulletin, questions for the Teachers' Examination in Literature will bear only upon the first half of the selections from each author; and upon the Biographical Sketches at the end of the book.

This provision is expected to be specially helpful to those preparing to take the County Examinations; and for any one it is infinitely better to read, reread, and master a few poems than to read once all the real poetry of our English tongue.

September—Bryant, pages 1, to 17 inclusive. Poe, pages 36, to 44.

Memorize two of Bryant's shorter poems.

October—Emerson, pages 58, to 81. Memorize: "Good-bye," and "Concord Hymn."

November—Longfellow, pages 102, to 210. Memorize gems from Longfellow's poems, and one complete poem, "Maidenhood" or "The Children."

December—Whittier, pages 259, to 303. Commit "Memories." Make special study of "Randolph of Roanoke;" and of "Burns." (With "Ichabod," study "The Lost Occasion.")

January—Holmes, pages 355, to 383. Memorize gems from Holmes. Memorize: "For the Burns Centennial Celebration," and "Old Ironsides."

February—Lowell, pages 410, to 469. Study specially "The Bigelow Papers" (First Series). Memorize "After the Burial," and "To the Dandelion." Have read in the Circle meetings: "Rhoecus," "The Present Crisis," and "An Incident in a Railroad Car."

March—Whitman, pages 532, to 572. Study specially "Song of Myself" and "Miracles."

April—Lanier to page 622. In April meetings let members recite poems and stanzas from each of the authors studied during the year.

(The Biographical Sketches and notes for each author will be studied with his poems.)

## HIGH SCHOOL FRATERNITIES.

BY H. C. SHERMAN, COLUMBUS.

When our forefathers, true to that progressive spirit, characteristic of the English people, resolved that

"Schools and the means of education shall forever be encouraged," and dedicated a part of the land in the

Northwest Territory to support this resolution, they left to their posterity a priceless heritage.

The development of educational institutions in the past century has been the greatest factor in our social evolution and we can well be proud of our high schools, colleges and universities. When we consider the fact that our modern high school course is more comprehensive and more liberal than was the course of Yale or Harvard one hundred years ago, we are impressed with the rapid strides that have been made in intellectual progress. This is an age of specialization and the general tendency to organize and systematize from the lowest grade of the district or ward school to the various colleges of our greater universities has made our high school of the present an institution that must give to our boys and girls, coming to us from every station in life, and representing every class in the stage of culture, the first serious lessons in their preparation to become men and women.

While many of our pupils pass from the high school to the college and it is the function of the high school to give such pupils an adequate preparation for their future work, the great majority, lacking the ability, and more frequently the desire, drop out of school at the end of the second or third year. The importance of the influence that should be brought to bear on this class cannot be over estimated. Our efficiency is measured by our success in leading the average boy or girl to an appreciation of the higher life. So much for our purpose.

One of the vital requirements of successful work is definite and well recognized control. In the smaller high schools where the enrollment does not exceed one hundred pupils,

there is a greater common interest, less class distinction and consequently the question of discipline and organization is not so serious and perplexing. But in the larger towns and cities where the number enrolled ranges from two hundred and fifty to two thousand, government assumes grave importance. The pupils are representatives of the homes and so class distinction is to be expected, and the city high school faithfully reflects the general social conditions. Out of these have come, in the last few years, the "High School Fraternities."

True to the old adage—"When the old cock crows, the young one learns," our boys and girls, desiring to follow the ways of their more illustrious brothers and sisters who have gone before and are already enjoying the exclusion and delving into the mysteries of the college fraternity, have succeeded in introducing into the social organization of our high schools, such secret orders as would eventually usher them into the grander realization of life as enjoyed by those more advanced in the knowledge of the significance of the Greek letters, were it not for the fact that the majority of the members fail to make a fair standing in what to them is of minor importance: Mathematics, Language, Science and Art. Fortunately, these are the requisites for college entrance.

I want to be fair in my estimation of these organizations and so I have attempted by general inquiry to ascertain the status of the members of such orders along the following lines:

- (1) The class of students that belong;
- (2) the effect on their school-work;
- (3) the attitude of the members of one fraternity toward those of another and toward non-members;
- (4) recognition by boards of educa-

tion, superintendents or faculties; (5) their regulation and (6) the per cent of pupils belonging to such organizations.

I find that in the majority of cases the pupils who are members are not the strongest and most promising in their work, but they are usually chosen from the wealthier homes more for the money they can afford to spend and the time they are willing to sacrifice. Mind you, there are exceptions to this, but the exceptions verify the above rule. So far has this tendency to class distinction developed that mere children in the grammar school are pledged to join certain fraternities and the inducement offered is the invitation to the "Frat" dances and the early enjoyment of social privileges. There can be but one effect on their school work—neglect, and too often failure. It is here that we may justly condemn. I have known pupils in our own high school who have been led away from their studies and eventually failed in maintaining a passing grade of work, largely on account of this social demand. After a night spent in the ceremonies of initiation and in dancing, our children come to us the day following with branded hands and weary brains and with little preparation to solve the problem or translate the Latin. Their reserve force has been exhausted; they have lost the spirit of emulation in school work and they find greater pleasure in dreaming of the joys of the night before and tracing, in an absent-minded way, on their books or the top of the desk, the Greek letters that now mean so much to them.

Again, the proper school spirit cannot be secured when certain pupils are banded together in one fraternity and others belong to another order while the greater third class are non-

members. The members of one fraternity are not in sympathy with those of another, but in any honors to be given, where the pupils have the choice of election, it is noticeable that each fraternity works for its own member regardless of the fitness or merit of such a member for the position in question. This is especially true in Athletics. Naturally we can expect a strained relation to exist between the different orders, one toward the other, and toward the non-members. This is in itself a most serious objection. Under such conditions, there can be no common social interest. The High School boy or girl fails to realize the true culture that should come with the proper associations that should be incident to a High School course. I am told that in one of the Chicago High Schools, the colored girls, taking the colors of a very exclusive social organization in the school, and twisting the accommodating letters of another one, appeared as a new sorority, much to the indignation of the fraternity girls, who felt insulted. It is said the teachers smiled when none of the offended were near.

I am warranted in saying that, as a rule, boards of education, and faculties of our high schools do not in any way recognize these organizations as belonging to the schools. In most cases there seems to be a general desire to suppress them. Here is the difficulty. The board of education questions its right to regulate that institution which is fathered and encouraged by the parents of the pupils. Often times the children of the board members belong to a fraternity. As you see, the problem is perplexing. Superintendent or principal can hardly remedy the condition of things and teachers can only offer a negative resistance by requiring

the same standard of work from all pupils alike. It is true that the majority of our pupils do not belong to the fraternity, yet so many of the boys and girls from the best homes do belong, that we must admit that the question is important. I may be prejudiced in this matter, but to me it seems that we are careful and troubled about many things, yet on this subject that affects the standing of our school more than any one thing else and which must eventually cause a most unwholesome social condition, on account of the lack of sentiment or for policy's sake, we keep strangely silent.

The college fraternity has some commendable features in that it may in a very few of the organizations bring together a company of congenial minds in closer fellowship than they might otherwise have in our larger colleges and universities where, on account of the great diversity of interests, there is little opportunity for general association. But even in the colleges, fraternities do not, as a rule, stand for the promulgation of the intellectual but rather do they desire the coming together of that class of students whose aim is to get the most out of here and now, and who are fortunate enough in having fathers who can pay the bills. It is this class that our high school fraternity emulates. But while the college fraternity may have a place in the social organization of college life, the high school fraternity can make no such plea for a corresponding place in the high school life. Our boys and girls should come together in common interest, and each one should receive that distinction that comes as a reward in justice due to merit. The wealth and exclusion of one home should not be the means of denying to the boy or girl com-

ing from a home of poverty those privileges and experiences that tend to the greatest self-realization.

In conclusion, I think that there must be a combined effort on the part of board members and superintendents, principals and teachers to discourage this movement and create a sentiment against such organizations so that the parents may see their error and eventually they will not permit their children to support any social order whose aim is selfishness, and whose end is failure to realize the true meaning of culture.

#### O. T. R. C.—OUTLINE FOR SEPTEMBER. "LA SALLE AND THE DISCOVERY OF THE GREAT WEST."

By Supt. J. P. Sharkey, Member of Board of Control, Van Wert, Ohio.

Study four chapters.

Study some good map: (1) The Region of the Great Lakes. (2) The St. Lawrence Valley. (3) Western New York, and the Iroquois Confederacy. (4) The Water-shed in Western New York, and the Portage to the Ohio Valley.

Read some life or sketch of Parkman.

Study his works, (1) as Literature, (2) as History.

Read Life of Nicollet.

#### QUESTIONS.

(1) Who was Nicollet? (2) Who were the Jesuits? (3) What was La Salle's relation to the Jesuits? (4) Locate: La Chine, Michilimackinac, Ste. Marie, The Five Nations, Green Bay, Montreal, The Finger Lakes, The Manitoulin. (5) What were the advantages and disadvantages of the Ottawa R.—Georgian Bay Portage? (6) Describe La Salle's career as a Feudal Proprietor in N. A. (7) How was Montreal peculiarly exposed to attack? (8) Show that La Salle was a dreamer; that he was

adroit. (9) What were his objects as an explorer? (10) How did he obtain funds for his vast enterprise? (11) What are we able to know of La Salle's mysterious voyage to the Ohio country?

### LIST OF CONTRIBUTIONS

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Marion .....	G. B. Christian, Jr.....	21 53
Mt. Orab .....	Viola Walker.....	05
Tiffin .....	Ruth and Naomi Yaeger.....	1 00
Manchester .....	H. Dening.....	1 00
Plainfield .....	D. W. Bassett.....	1 00
Lockland .....	O. W. Dimick.....	1 07
Canton .....	O. W. Dimick.....	12 12
	E. C. Woodburn.....	4 00
Total .....		\$1,310 36
Amount sent direct to San Francisco .....		\$1,310 36
Amount sent through State School Commission .....		1,710 78
Total contribution by Ohio, which exceeded that of any other state .....		\$3,021 14.
The total amount contributed by the school children of the United States not including Ohio, is.....		\$25,999 82
Amount contributed by Ohio.....		3,021 14

Total contributions .....\$30,020 96  
Ohio leads all states in amount of contribution; Indiana's contribution is second in amount.

### THE LITTLE GIRL'S FAIRY.

By K. M. B.

Once there was a little girl who loved to be out of doors at night. But her parents held firmly to the theory that little folks must always be in bed by nine o'clock, though big folks might stay up ever so late. So every night she was sent early to bed, and nearly every night she lay awake, quite still and expectant, till she heard her parents come upstairs and everything grew very still. Then she would slip softly down stairs and out of doors.

She loved the stillness and the shadows, the coolness, the sounds of crickets and "creatures" as she called them, not knowing what they were. She loved the rustle of the night breeze in the cottonwood trees, and the silver spark of the leaves in the moonlight, but most of all she loved to try to lose herself in the rye field. Being such a little girl, she was hardly taller than the rye, and when she



lay down in it she felt as though she were almost really lost. She would stretch out her arms on both sides, and gather the long stalks of the rye down over her, and look up through the stems at the sky. She always wondered why the stars were of different colors, and she decided that the reddish ones were lost, because they looked the happiest. She could never decide what color the sky was at night, and indeed she does not know to this day. But it was better than the color of the shadow of the house, or the dark side of the cottonwoods, or the blackness in the depths of the rye, where it paled into gray with little silver points scattered over it. The child had never seen a large body of water, and when in her womanhood she first saw the sea she exclaimed, "Why, it looks like the fields of rye!"

Nobody knows what strange thoughts came to her in the warm clear nights on the plains, or what serenity of heart she acquired from those clear stars, from the solemn cottonwoods waiting patiently through the night, and the long white road that wound off into a distance so great that she could in no way imagine the end of it.

It was rather singular that she never had any thought of deceit or disobedience toward her parents, and still more singular that she made a solemn compact with herself, and kept it faithfully, never to stay out after twelve o'clock. When she heard the bell ring, she would rise at once,

this little girl who never could make excuses for Cinderella, and go back to bed, always stopping under the last cottonwood tree to say goodnight to the fairy. For she quite believed that this was the same kind of tree as the one in the fairy-book, to which the little girl might say, "Little tree, little tree, shake down silver and gold on me." Not that she hoped to find any silver and gold from the tree, except the glistening leaves in the moonlight, but that she loved the tree for its beauty and its perfect sympathy with her love for the night.

She is a woman now, but in all her life she can recall nothing so lovely as the still white nights of the plains. And once, just once, she found a trace of someone who had seen the nights of the Southwest in her very own way. In the Art Institute, at Chicago, she saw a picture of an adobe house in the moonlight, and one near, of cottonwoods in the starlight, and she stood before them for a long time, for it was all just as she had seen it in her childhood. The stars were of different colors, the sky was such that none could describe it, the black shadows were just as sharp and still against the white adobe walls, the cottonwoods still held their faint glitter in the starlight, and she knew that just beyond the rye field still rustled and gleamed. She was sure, even, that the fairy still lived in the tree nearest the dark side of the house, and as she passed on she said softly to herself, "Goodnight, dear fairy."



**THE SOWER.****EDWIN MARKHAM.**

Soon will the lonesome cricket by the stone  
Begin to hush the night; and lightly blown  
Field fragrances will fill the fading blue —  
Old furrow-scents that ancient Eden knew.  
Soon in the upper twilight will be heard  
The winging whisper of a homing bird.

Who is it coming on the slant brown slope,  
Touched by the twilight and her mournful hope —  
Coming with hero step and rhythmic swing,  
Where all the bodily motions weave and sing?  
The grief of the ground is in him, yet the power  
Of the Earth to hide the furrow with the flower.

He is the stone rejected, yet the stone  
Whereon is built metropolis and throne,  
Out of his toil come all their pompous shows,  
Their purple luxury and plush repose!  
The grime of this bruised hand keeps tender white  
The hands that never labor, day nor night,  
His feet that know only the field's rough floors  
Send lordly steps down echoing corridors.

Yea, this vicarious toiler of the plow  
Gives that fine pallor to my lady's brow  
And idle armies with their boom and blare,  
Flinging their foolish glory to the air  
He hides their nakedness, he gives them bed  
And by his alms their hungry mouths are fed.

Not his the lurching of an aimless clod.  
For with the august gesture of a god —  
A gesture that is question and command —  
He hurls the bread of nations from his hand;  
And in the passion of that gesture flings  
His fierce resentment in the face of kings.

This is the Earth — god of the latter day,  
Treading with solemn joy the upward way;  
Strong to make kind the grudging ground, and strong  
To pluck the beard of some world-honored wrong, —  
A lusty god that in some crowning hour  
Will hurl Gray Privilege from the place of power.

These are the inevitable steps that make  
Unreason tremble and Tradition shake —  
This is the World-will climbing to its goal,  
The climb of the uncurbable sure Soul —  
Democracy whose sure insurgent stride  
Jars kingdoms to their ultimate stone of pride.

---

### THREE SONGS.

A poet, in the early prime  
And blithe and morning dew of time,  
When song was natural as breath,  
Sent out three songs to fight with Death.

And one he made to please the crowd;  
It pleased them, and his praise was loud;  
It pleased them greatly — *for a day*,  
And then its music died away.

And one he made to please the few;  
It lived a century or two;  
'Twas sung within the halls of kings;  
Then vanished with forgotten things.

And one he made to please himself,  
Without a thought of fame or pelf;  
He sent it forth with doubts and fears,  
*And it outlasted all the years.*

No other song has vital breath  
Through endless time to fight with death,  
Than that the singer sings apart  
To please his solitary heart.

—*Sam Walter Foss.*



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Nebraska Teacher, Lincoln, Neb.

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Pennsylvania School Journal, Lancaster, Pa.  
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School & Home Education, Bloomington, Ill.  
School Bulletin, Syracuse, N. Y.  
School Education, Minneapolis, Minn.  
School Journal, New York, N. Y.  
School News, Taylorville, Ill.  
School Science and Mathematics, Chicago, Ill.  
Southern School Journal, Lexington, Ky.  
Texas School Journal, Dallas, Texas.  
Texas School Magazine, Dallas, Texas.  
Western School Journal, Topeka, Kan.  
Western Teacher, Milwaukee, Wis.  
Wisconsin Journal of Education, Madison.

A TEACHER has no more right to disturb a school than a pupil.

\* \* \*

IF we do not like conditions we ought to make them better and not spend time criticising.

\* \* \*

A SCHOOL board's business is to spend money wisely. They are not elected to save money.

\* \* \*

THE teacher who is actuated by a master purpose and works with enthusiasm will get things done.

\* \* \*

THE philosopher says that strong measures are the first resort of the weak and the last resort of the strong.

\* \* \*

PROF. GRAHAM's article in this issue should be read by every teacher in Ohio and then passed along to every patron of the schools.

\* \* \*

WE do not want dead schools; we want things to happen right along; but we must be careful to keep the reins in our own hands, otherwise there may be a run-away.

\* \* \*

PUPILS should learn to recite without incessant questioning. They should be given a chance to tell the results of their investigations without hindrance. Corrections can come later.

LOWELL says it in these words: "No man is born into the world, whose work is not born with him; there is always work and tools to work withal, for those who will."

\* \* \*

THE institutes have wrought our conversion. Before the season opened we kept saying 12,000 members of the Reading Circle, but now we are saying 15,000 for this year and believe they will come.

\* \* \*

THE teacher's recreation should be entirely divorced from school affairs. Better let all thought of the school go to the winds for a time, that we may be better reinforced for the work to-morrow.

\* \* \*

A CHILD will endure a certain amount of nagging and badgering with equanimity, but, in time, he will resent it and then he will close up in his shell. When this happens he ceases to be docile.

\* \* \*

LET us all set to work and commit to memory Poe's beautiful poem, "Annabel Lee," even before we reach Poe in Reading Circle work. We can commit it in an hour and it will be a joy to us throughout life.

\* \* \*

IT is Fitch who says that the last thing that happens at school is the first thing reported at home. Hence, we should send the children home with a pleasant taste in their mouths. A song is good to close with.

\* \* \*

IF we persevere in getting our pupils to doing right things hour by hour, day by day, we are constantly reducing the chances for the formation of bad habits. Positive leading is the thing. It is unkind and unsafe to tell them what not to do.

EMERSON tells us that nothing great was ever achieved without enthusiasm, and we can do no greater service than to inspire our pupils to work at their tasks enthusiastically. Drudgery can thus be glorified and made joyous.

\* \* \*

IT has been said many times that the really good teacher is the one who is natural. Some one has described the professional smile as the one that never reaches the eyes but breaks on the rock-bound coast of the cheek-bone.

\* \* \*

PRESENT indications point to a great increase this year in the number of teachers who will read the books of the Reading Circle. If only more counties would emulate the example of Seneca County and enroll every teacher Ohio would become conspicuous.

\* \* \*

"ENCOURAGEMENT is the sunshine in which children bloom." This quotation has in it pedagogy enough for this whole year. If the teacher will copy this quotation and keep it on her desk it will help her over many hard places during the coming months.

\* \* \*

WHATEVER else we do this year we should see to it that the subject of reading is taught better than ever before. This is the test of good teaching and that teacher who can do this successfully is doing a work whose importance can not be overestimated.

\* \* \*

As a rule the teacher who can not control the school with the eye can not control it at all. The masterful teacher needs but to look in the direction of disorder to have it disap-

pear, whereas talking would add to the disorder and reveal the weakness of the teacher.

\* \* \*

"WAKE thou the sleeping angel in each heart" is the injunction given us by the poet and we shall do well to heed the counsel. It is a great task, to be sure, but if we accomplish it we shall feel all the joy of the victor. In order to do this the angel in our own hearts must be awake, yea, wide awake.

\* \* \*

HERE is a quotation: "It is unprofessional to say anything that reflects upon the teacher's work of the year before. There may be justifiable reasons for the seeming lack of preparation. Instead of complaining, begin where you think the drill is necessary and do the best you can. If you are teaching sixth grade and the children do not know the tables, get after that but don't whine."

\* \* \*

IN Yellowstone Park the fringed gentian grows in great profusion, and tourists are decorated with this beautiful flower all the while. There is frost in the park every clear night but the fringed gentian is hardy and the next morning it greets the sunrise with a smile. This may help to a fuller appreciation of Bryant's beautiful poem which constitutes a delightful part of our September task.

\* \* \*

A BIT of gossip was going the rounds but the good old lady was rather deaf and did not get the drift of the talk. In time there was so much fervor in the conversation that she became curious to learn the subject under consideration. A friend began to give her the information but she forbade him to proceed when she

learned that it was gossip and then she added, "Deafness has its compensations."

\* \* \*

KEITH'S "Elementary Education" contains the best helps for study of any book we have ever had and no teacher need be at loss as to how to attack the work of reading it systematically. On pages 290-306 will be found an analysis of each chapter by which we may test our reading. On pages 307-316 there are topics for study, and later on there are fourteen pages of questions by the author which compass the entire book. These form an excellent apparatus.

\* \* \*

IT sometimes happens that a member of a board of education with but little education and no experience as a teacher will assume the role of adviser to a superintendent who has both scholarship and successful experience. In other lines of activity the superintendent is looked upon as an expert, but in teaching there are some men who seem to think that experience and expertness have no place, that anybody can manage a system of schools. Since there is no spanking-machine for such as these perhaps the best thing to do is make them the subject of prayer.

\* \* \*

SUPT. C. L. VAN CLEVE of Toledo, is doing a great service for the people of Ohio with his noble lecture on moral training in the schools. His contention is that if the schools fail to inculcate integrity many of the children will never receive that training at all. There is ample opportunity for this training in connection with each school exercise and the teacher who has the skill to translate arithmetic or geography into terms of downright truthfulness and hon-

esty of the positive unequivocal sort, is doing a great service for the State, the home, and the individual.

\* \* \*

ONCE upon a time a superintendent discontinued school work and entered upon the practice of law. On the board of education was a man of large means and much influence in the community. Many a time this man took issue with the superintendent on school affairs and set up his judgment against the judgment of the superintendent with all his years of experience. When the change to the law took place this board member entrusted to the inexperienced lawyer his business and never once questioned his judgment. This story has a moral that is easily found.

\* \* \*

It is of great importance to the young teacher to learn that it is impossible to get something for nothing in the school, that what the child achieves is in direct ratio to the effort expended. The teacher is useful, of course, but only in the way of supplying right conditions for self-activity on the part of the child. We should say to ourselves at the beginning of each recitation "I can not transfer knowledge to the pupil's mind; he must do the work himself; he must work out his own salvation." Then the teacher will do as little of the work and the talking as possible.

\* \* \*

It would be too bad to read Bryant's "Inscription for the Entrance to a Wood" and his other poem "Autumn Woods" in a rocking-chair indoors. These poems need the environment of forest, sky, streams, birds, insects. They need a seat on the trunk of a fallen tree or on a

stump with time enough for the delights of nature to filter into our souls. They need to be read to the accompaniment of nature's great orchestra of insects, birds, and the sighing of the wind in the tree-tops. We need to shut out the world with its rush and noise and serenade our souls with the music of these poems.

\* \* \*

A FEW boards of education have asked teachers to sign contracts waiving their rights in the matter of pay for janitor work and for institute attendance. This is clearly a violation of law and these boards must have known this fact when they imposed these conditions. Of course, the teachers never should have signed the contracts, but their signing them does not relieve the boards of the responsibility. These same boards will proclaim loudly, no doubt, that they want the children to be trained into law-abiding citizens and yet they violate the law themselves for a few paltry dollars. Such men ought to be relegated to the rear.

\* \* \*

A CAREFUL study of *The Recitation* by County Superintendent Samuel Hamilton of Allegheny County, Pennsylvania, fully justifies the statement that it is one of the most helpful books for teachers of all classes and especially for young teachers. It is written by one of the most successful superintendents in the United States whose head and heart are in full sympathy with earnest teachers who are anxious to grow. Out of a wide experience and a sane mind he is able to speak with a directness and simplicity which are most refreshing in these days of wild theories and ponderous words so commonly used by writers who try, by this device, to cover up their lack of knowledge of

the subject they discuss. Schools and Reading Circles will find in this volume of the *Lippincott's Educational Series*, edited by Dr. Martin G. Brumbaugh, an exceedingly valuable discussion of an exceedingly important subject.

\* \* \*

EVERY now and then we hear of a county examiner who seems to think that it is the province of a board of examiners to pass a sufficient number of applicants to supply the schools of the county. We incline to the opinion that boards of education are charged with the responsibility of securing teachers and that the province of the examiners is to ward off incompetency from the schools. If the county requires two hundred teachers and only a hundred and fifty applicants pass the board of examiners have no call to "let down the bars." Let the boards of education "walk the floor." Let them go in search of teachers, and let them offer sufficient salary to induce teachers in other places to venture across the county line. If the examiners assume the function of supplying the schools with teachers they are doing the very thing that will keep salaries at low ebb, and while they may solace themselves that they are favoring fifty weak ones it were well for them to reflect that they are working in opposition to the one hundred and fifty teachers of the county who neither sought nor received favors at the examination. Furthermore, this course militates against the scholarship in the schools that the leaders are demanding. It is easy for examiners to reduce standards of scholarship and salaries if they will, but it is certainly no part of their work to see that there are enough teachers to fill the schools.

THE Los Angeles board of education has taken a long step in advance in the matter of recommendation as indicated by the following letter of inquiry which came to the editor recently:

Miss \_\_\_\_\_, who is about to take a competitive examination in order to secure appointment as a teacher in the schools of Los Angeles, has referred to you as one who can speak from knowledge of her work. The Board of Education has resolved not to accept general letters of recommendation, but, instead, to ask for private letters of information concerning the character, education, experience, health and general ability of the candidates who appear before it. May I ask you, as one interested in the welfare of the public schools, to tell me what you know in favor of the candidacy of \_\_\_\_\_ and if you know of any reason why she should not be employed by the Los Angeles Board of Education? Your letter will be regarded as a private communication, and its contents will in no case be made known to the applicant.

It is to be hoped that the day of general recommendations is rapidly passing away and that the possessor of such documents can dispose of them to the paper and rag man and thereby realize on them. There will also be substantial gain in the saving of the return postage deposited with the board of education with whom the recommendations are filed. Then think of the saving of time on the part of some persons who are ready to recommend everybody regardless of qualifications!

#### THE VOCABULARY AND ITS IMPORTANCE.

By Supt. John S. Alan, Mt. Vernon.

In our teaching of English not enough stress is put on the acquirement of a vocabulary. True, most rhetoricians now devote a chapter to the subject; but we do not believe



that in a few pages the student can learn the importance of his having at command a great variety of words. It seems strange, too, that though even the child is proud when it has become on speaking terms with a new word, and after using it a few times thrills with satisfaction over the achievement; that though we recognize the fact that our great orators have been known as such largely because they have been able to express their thoughts in fine phrases; that though the ability to combine words into beautiful, harmonious and euphonious lines has been the cause of many an author's success and popularity, we give so much time to the mechanical schemes of rhetoric, and make so little effort to have our pupils obtain a rich, working vocabulary.

"A word is the sign of an idea," said Harvey; and all must acknowledge the intimate relation between the thought and symbol. We think in words; not pictures. Every new word mastered by the student means a definite idea that he has never had before. It is unnecessary to enter into a discussion of the meager vocabulary of the average person. All know that the uneducated man uses four or five hundred words and the educated one about as many thousands. We believe that there is a closer relation between the word and the idea than is generally perceived; and that in our "system" we have been allowing the student, too often, to await some unusual experience to impress upon his mind the sign of the idea. How much better would it be to teach him the natural association of the two and encourage him to cultivate the ability to bring to a focus his scattered impressions in the symbols that stand for those impressions.

The learner has often in mind a hazy idea that he is not able to express because he has not the necessary language. The teacher of English complains and scolds, and wonders why the children never *will* learn to be definite and accurate, and display unity and force and all the other properties so much dwelt upon in our rhetoric. Will the teacher attempt some day to convey the idea "oak-tree" to her class without using the sign of the idea, and then see how clearly and definitely and with how much unity her thought has been expressed? After all these attributes depend largely on the use of words.

But with so many thousands of words in our language why does not the pupil acquire a more extensive vocabulary? Largely because he is seldom encouraged to do so; rather he is discouraged in his attempts. Nearly every book on English strongly advises the student to use simple words because simplicity adds strength; and the one who follows the instruction too often imagines that the few monosyllabic words he learned in early childhood are all that he needs to give expression to the many thoughts of life. This is all very well in its way; but the book should make plain and strong the fact that these simple words should be the ones chosen by the composer after he has studied the numerous ones of greater or less length that will, with different shades of meaning express his idea.

Again, the learner meets with rebuff by the general public in his efforts to enlarge his vocabulary. When he makes use of a word of more syllables than he usually employs, he is laughed at by his companions; and even the teacher is too prone to smile at his, to her, bombastic language. So he gives up.

It is hard enough to withstand the shock to his nerves when he hears himself uttering these strange sounds; but to observe the amusement it causes others, overcomes him entirely. Only an occasional boy has the courage to continue his interest in these discoveries; and only a few become proficient in the use of their native language.

It seems to us that, if expression is the chief end of our study and teaching in this department, we must begin earlier in the course to encourage the pupil to become acquainted with the words of his mother-tongue. In the primary rooms, the child gets his first working vocabulary. Too often it is all he is ever sure of. As he advances in the grades, he acquires from his reading an understanding, a "passive" knowledge of words; but a very small part of those ever belong to his "active" vocabulary. If he goes to high school and reads Latin, he again adds to his list, for a while, almost as rapidly as he did in the early days of his education. He is constantly getting through reading and experience a few more of these all-important symbols, but left to himself his development along this line is very slow.

If proficiency in the use of the mother-tongue is, as said by President Butler, the first test of an educated man, we need throughout the entire school course a more active and persistent study of words; and the teacher who will devote the time and attention to this work will, we believe, see her pupils growing in power as they will by no other one thing.

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#### THE NEW STATE EXAMINER.

Commissioner Jones has appointed as a new examiner on the State Board Supt. W. H. Kirk of East Cleveland

and certainly every teacher in Ohio will be delighted with this appointment. In this connection we can do no better than to repeat what was said concerning Supt. Kirk in the *Monthly* in March, 1906, which was as follows:

No one who has noted the onward march of school matters in Ohio and the men who are marching in the front ranks can have failed to see Supt. W. H. Kirk, of East Cleveland, for he is now and has been for several years plainly visible. He has not sought to become conspicuous, quite the contrary. Indeed he has been so busy that he has had no time to consider his own rating among school men, and, in fact, he is always inclined to rank others ahead of himself. This is only another way of saying that he looks after his work and allows others to look after his reputation. Like many other prominent school men in this and other states, he was reared on a farm and encountered all the experiences incident to life in the country. His lot happened to be cast in Richland county, Ohio, where he attended country school when he wasn't husking corn, feeding the stock, or looking after other matters of the farm. But he had aspirations, he dreamed dreams and when he graduated from Baldwin University in 1887 one of his dreams had come true. In 1900 he received the degree of M. A. from his Alma Mater. After graduating from college he became principal of the Richfield township high school, holding this position till 1891, when he was elected to his present position. At that time East Cleveland was small, but now there are 1,200 pupils and a corps of 40 teachers. In a few weeks they will dedicate

the new high school building, whose cost is \$100,000, and it need hardly be said that this building takes high rank among the best school buildings in Ohio. Supt. Kirk is an elder in the Presbyterian church,

busy, but to see him at his regular school work it would seem that he had no thought of anything else. He "plans his work and works his plan" most effectively.

In all his dealings, both in school



SUPT. W. H. KIRK.

clerk of the board of school examiners, member of executive committee of Cleveland Schoolmasters' Club, member of executive committee of the Ohio State Teachers' Association and President of the Northeastern Ohio Teachers' Association. He has enough offices to keep an ordinary man comfortably

and out, he is straight and square, and people always know just where to find him. His teachers and his people trust him implicitly and no one who knows him thinks him capable of sharp practice. He is genial and wholesome, enjoys a good laugh and is all the better worker because of it. No tricks,

no subterfuge, no double-dealing,  
but fairness to everybody—this is  
his character and this accounts for  
his steady progress and the confi-  
dence placed in him by all who  
know him.

#### THE DEAD SCHOOLMASTER.

The following poem was read at  
the funeral services of Prof. James  
Duncan, July 23, 1907, and is pub-  
lished by request of a number of  
friends of the deceased, who were  
pupils in the Fredericktown public  
schools during his superintendency,  
1871 to 1884:

They say my old schoolmaster's dead,  
So I sit sad tonight,  
For one link more  
In the great chain  
Of friends of yore  
Is broke in twain,  
And one more light of youth is fled;  
So I sit sad tonight.

They say my first schoolmaster's dead.  
Ah! I remember well  
How one May day  
He asked my name,  
And wiped away  
The tear that came,  
And put his hand upon my head;  
Ah! I remember well.

And is my old schoolmaster dead?  
It seems but yesterday  
I heard him sing  
The songs of cheer,  
(E'en now they ring  
Into my ear.)  
Oh, how the days and years have  
sped!  
It seems but yesterday.

Yes, true, my old schoolmaster's dead,  
And I sit sad tonight;  
But some May day

I'll see his face,  
We'll hie away  
To take our place  
In the great school where Christ is  
head.

Still I sit sad tonight.

—By Byron H. Stauffer.

#### EDUCATIONAL NEWS.

—T. Howard Winters was re-  
elected principal of the Ironton high  
school and his salary increased to  
\$1,340.

—Miss Edith S. Hurst was re-  
elected to teach history in the Iron-  
town high school with a salary in-  
creased from \$75 to \$85 per month.  
Miss Hurst specialized in history at  
the University of Michigan.

—Mr. E. Louis Marting is the new  
English teacher in the Ironton high  
school. Mr. Marting was graduated  
from Ohio Wesleyan in June with  
both A.B. and A.M. degrees. He  
won prizes in English, Religion and  
Economics.

—Miss Jessie Hutsinpillar, for the  
past three years teacher of English  
in the Ironton high school, has ac-  
cepted a fellowship in English at  
Ohio State University for the com-  
ing year. Miss Hutsinpillar is a  
Wellesley graduate.

—Supt. J. W. Jones of the Deaf  
and Dumb Institution, Columbus, is  
just entering upon his thirteenth year  
in his present position and his many  
friends all over Ohio have every rea-  
son to be gratified at the success that  
has crowned his efforts. True, there  
was an investigation, but he came out  
absolutely unscathed with not even  
a microscopic speck upon his record  
or his character and to-day he is con-  
spicuous as a man who stands for  
the right and always lives up to his

profession. We lay our tribute at his feet and at the same time we congratulate all who are in any way

—Meigs county elected as follows: President, C. N. Wagner, Letart; secretary, Cora D. Webb, Pomeroy;



SUPT. J. W. JONES.

connected with the institution upon their good fortune in being associated with such a man as Supt. Jones.

executive committee, Supt. C. T. Coates, Pomeroy, J. C. Anderson, Rutland, Wayne Lutz, Rutland. The

institute presented to Prof. T. C. Flanegin a beautiful chair in recognition of his thirty-four years of service on the board of examiners and his noble service to the cause of education. E. E. Browning made the presentation speech and the touching response of Prof. Flanegin brought tears to all eyes.

—Elbert L. Heusch, who graduated at Wooster in June, will teach in the St. Mary's high school the coming year and will give a good account of his stewardship.

—Supt. R. B. Smith is now president in Brown county, Miss Ocie Allen, secretary, and E. L. Bolender the new member of the committee.

—Franklin county elected as follows: President, Supt. W. S. Jennings, Clintonville; vice-president, C. W. Neiswender, Grove City; secretary, Miss Edith Cheney, Columbus; executive committee, Supt. H. S. Gruver, Worthington; O. T. R. C. secretary, Miss Mary Dennison, Grove City.

—Supt. Wm. T. Miller of Shiloh has been elected superintendent at Belle Center to succeed Supt. E. W. Green, who goes to Carrollton.

—Mercer county elected the following: President, A. H. Roebuck, Mendon; vice-president, F. H. Dirksen, Montezuma; secretary, Miss Eva Winter, Celina; O. T. R. C. secretary, J. F. Frick, Mendon; executive committee, S. Wilkin, Celina, Chas. Sunderman, Ft. Recovery, H. J. Rickert, Ft. Recovery.

—Supt. E. W. Green of Belle Center has been elected to the superintendency at Carrollton. He did advanced work in Ohio Northern University during vacation, receiving the degree of B.S.

—Miss Minnie Wright was elected secretary of the O. T. R. C. in Highland county, and at the close of the institute 102 teachers had pledged to read the course this year.

—Frank Bonham of Washington C. H., who graduated from Ohio State University in June, will teach science in the Wooster high school this year.

—Prin. W. H. Maurer of the Steubenville high school has accepted the principalship of the high school at Marietta. We heartily congratulate Supt. McMillan and the people of Marietta upon their good fortune in securing his services.

—Supt. D. C. Bryant of St. Paris, and Henry C. Marshall of Lorain have been added to the teaching force in North high school, Columbus.

—E. A. Skillman of Blanchester has been elected principal of the high school at Ripley.

—The Belmont county institute adopted the following resolutions touching the life and work of Supt. James Duncan, who for so many years did such noble service for the schools of Bridgeport:

Whereas, God in his wise providence has seen fit to take from his work to his reward, our former associate and friend, James Duncan, who for many years was a co-laborer and associate of the teachers of Belmont county, and while we humbly bow to the will of our Heavenly Father, we mourn the loss of a friend whose work and influence has done so much for the advancement of the cause of education in Belmont county.

Therefore, be it resolved; That, in his death we are admonished of the uncertainty of life and the necessity of doing our work while it is day;

That, in the influence of the noble life that he lived, and which will long remain for good in the schools of Belmont county, we have a new incentive to high and noble purposes in life;

That in the death of Mr. Duncan every teacher in the county has lost a friend who was interested in his welfare and was always ready to aid in his advancement;

That in the associations and institutes we shall miss his familiar figure and the inspiration of his presence;

That a copy of these resolutions be sent to the bereaved wife and family and that they be recorded in the minutes of this Institute.

—Supt. E. M. Van Cleve of Steubenville has been elected superintendent of the Institution for the Blind at Columbus and no better man could have been found for the place. We regret to lose him from public school work for he is clean, progressive, and a cultured gentleman. His work at Steubenville will forever remain a monument to his fidelity to high standards and indomitable perseverance. The elegant high school building that now adorns that city is the child of his brain and the good people of that city will ever be grateful to him for his heroic work for their children. His professional career has shown that he is more concerned in doing what is right than in catering to expediency. He must satisfy himself, first of all, and whatever satisfies his high sense of honor and his highly educated conscience will always stand the severest test. He will bring to his new position the same manly character, industry, and altruism that has made his public school work so conspicuous and these qualities will make for the success of the work and for the comfort of all

about him who appreciate these qualities.

—Supt. W. E. Lumley of Tullahoma, Tenn., has been elected to the presidency of Warthen College at Wrightsville, Georgia, which is under the control of the M. E. Church, South. His many Ohio friends will rejoice at this recognition.

—The Morrow county officers are: President, Supt. C. B. Stoner, Mt. Gilead; secretary, Miss Ena Lanning, Mt. Gilead; O. T. R. C. secretary, C. B. Hoffmire, Cardington; executive committee, (three years), A. C. Corwin, Iberia, (one year) Charles Davis, Fulton. Supt. F. H. Flickinger of Cardington is the other member of the committee.

—Supt. J. T. Tuttle of Washington C. H. and Miss Charlotte Cleaveland of the high school in that city were married in June.

—Supt. G. C. Scheetz of Weston is O. T. R. C. secretary in Wood county and at the close of the institute had about 300 teachers enrolled.

—Miss Lida Crickard, principal of North building, Delaware, goes to the Sandwich Islands to teach, having been granted a year's leave of absence.

—Prin. L. S. Foght of Fostoria has been elected to the superintendency at Rising Sun at a salary far above what he has received. It will not be amiss to have this other rising son in that demesne.

—Supt. J. W. Jones of Newcomers-town has been elected to the superintendency at Milo to fill the vacancy caused by the resignation of Supt. D. J. Snyder.

—The students in manual training of Ohio State University at the con-

clusion of the summer term organized a society to be known as the "Ohio State Manual Training Society," and elected R. O. Austin president and Miss Bertha Eisenbise secretary, both of Columbus.

—Not long since four superintendents of the Defiance schools, past and present, broke bread together and enjoyed a word-feast. The communicants were Supts. Butler, Burns, Mitchell, and Reynolds.

—Supt. W. A. Forsythe resigned his position at Malvern to accept a place in the high school at Alliance.

—Prin. W. G. Krider of Minerva has resigned to accept a place in the business department of the Lorain high school.

—Supt. Wm. Geiger of Waynesburg has entered upon his new work in the high school at Alliance.

—Miss Hattie Gunsaulus, whose work in the Mt. Gilead schools was always accounted excellent, and will, therefore, be greatly missed, is now Mrs. W. H. Kennedy and lives at Marengo.

—In publishing the list of successful applicants for life certificates the name of Edwin E. Wood, Station L, Cincinnati, was omitted inadvertently. The mistake was ours, wholly. It would be pleasant to shift the responsibility, but we can't find the proper victim. One thing is certain; this same mistake can't happen again.

—Supt. C. G. Wise has been re-elected at Bath at \$115 a month and Prin. Ernest Shade's salary was increased ten dollars a month. They graduated a class of eight and Dr. A. B. Riker of Mt. Union gave the address. There are 45 in the high school. The board has given \$100

to increase laboratory facilities and a large increase has been made to the library. Supt. Wise gave the commencement address at Brimfield and at Mogadore.

—Supt. C. D. Steiner of Pandora spent his vacation doing advanced work in Chicago University.

—Supt. Virgil A. High of Chatfield has taken the superintendency of Wayne township, Tuscarawas county, at \$87.50 per month. The good work goes right on.

—"3 Rs—Readin', Ritin', Rithmetic; 3 Hs—Head, Heart, Hand; 3 Ls—Love, Law, Liberty; 3 Gs—Grace, Grit, Gumption."

—The busy world shoves angrily aside  
The man who stands with arms  
akimbo set,  
Until occasion tells him what to do;  
And he who waits to have his task  
marked out,  
Shall die and leave his errand un-  
fulfilled. —Lowell.

—Prin. R. E. Offenbauer of the Mt. Vernon high school and Miss Ella Smith were married August 4, and after a trip through the East arranged the "latch-string" at Mt. Vernon so conveniently that their many friends will have no difficulty in finding it.

—Supt. J. P. West of Westerville has been appointed a member of the board of examiners in Franklin county to succeed Dr. D. J. Snyder, whose term has expired.

—Wm. D. Campbell of Rochester, N. Y., has been appointed supervisor of drawing and art work in the schools of Columbus.

—P. D. Amstutz of Pandora has been elected superintendent of the



schools of Pleasant township, Putnam county, at a salary of \$700.

—Supt. C. M. Grubb of Howard, after serving three years on the board of examiners of Knox county, has been re-appointed for another term. This honor is worthily bestowed for he is a man whose influence is ever exerted to the improvement of school conditions.

—Supt. Hugo Anthony of Minster spent a summer at Lima College teaching Latin and Greek, in which he is very proficient.

—Supt. C. C. McBroom of St. Mary's takes hold of his new work with the hand of a master. He has a corps of teachers of the right sort and they will give him loyal support in his new position.

—Supt. M. E. Sullivan, of the Pleasant township, Logan county, schools, says as follows: "The rural schools of Ohio must remain as they are now and as they have been for the last sixty years, an important factor in making of Ohio citizenship. The rural schools of Ohio are unquestionably on the decline because of the lack of numbers in many localities and a lack of systematic supervision. The burden of the rural school reform in Ohio rests upon the shoulders of our state lawmakers. The free schools of Ohio are a state intitution and the creation of ways and means for conducting them for the greatest good to the greatest number of people is a duty of our state legislatures. Almost all patrons of the rural schools see the need of reform in our rural school system and as a rule heartily support what the law says **SHALL** be and as often object to what the law says the local boards **MAY** do. Therefore, it becomes the unquestionable duty of our lawmakers

to say that no board of education shall maintain a school of less than a certain enrollment. They must say that there shall be some prescribed form of rural supervision. In order to secure punctual services of rural boards each member must be paid a stipulated wage for each regular meeting. Two essentials for the improvement of our rural schools are an increase of numbers and systematic supervision, both of which must be brought about by mandatory laws."

—Prior to his departure from Wooster Supt. Hauptert of Wapakoneta was honored with a reception by a goodly number of the seven hundred people who graduated under him during his fourteen years of service. The occasion was a most inspiring one and Supt. Hauptert's speech showed that he fully appreciated the honor. A generous purse was given to him as a token of love and esteem and this will be devoted to an addition to his library, which will ever be a sort of "holy of holies" in remembrance of his Wooster friends.

—Belmont county elected as follows: President, Supt. W. R. Butcher, Barnesville; vice president, G. F. Creamer; secretary, Miss Ethel Usher, Bridgeport; O. T. R. C. secretary, Supt. F. L. Maris, Bethesda; executive committee, Miss Martha Kirkpatrick, Bellaire. The hold-over members of the committee are Supt. F. L. Maris, Bethesda, and Prin. C. C. Conrad, Bridgeport.

—Supt. W. O. Moore of Washington takes charge of the schools at Senecaville this year and begins his work as the new county examiner of Guernsey county.

—Miss Grace Huston of Columbus has been elected supervisor of

drawing in the schools of Cambridge. She graduated from Ohio State University in June.

—In the past two years Richland and Warren townships have furnished almost half the Patterson graduates of the sixteen townships of Belmont county and these are the only ones having supervision. The superintendents were Geo. M. Pogue and W. L. Jeffers. It is evident that supervision pays.

—H. E. Beatly, after an absence of one year from teaching, returns to his first love and has been elected to the principalship of Central building in Urbana. Glad to have him back.

—Commissioner Jones has visited 33 institutes this year. At Woodsfield the band met him at the station and escorted him to the hotel where a great ovation and a royal welcome were given him.

—Supt. A. H. Rummel of Flushing moves up the line to St. Clairsville and the mantle of Supt. Butcher could not have fallen upon one more worthy.

—Supt. W. L. Jeffers of Warren township, Belmont county, goes as superintendent to Bristolville at \$100 per month.

—Miss Martha Conrad goes from Barnesville to Mingo Junction and Supt. Hawkins has drawn a prize.

—Robert French Rummel will have a large share in the successful management of the St. Clairsville schools this year, and they will very soon feel the inspiring influence of his presence. He is only six weeks old but he is already about the "whole thing."

—V. E. Hagy, O. P. Bevington, and F. E. Reynolds issue the certifi-

cates in Defiance county and they are carefully guarding the schools against an oversupply of cheap teachers. In the institute, held August 12 to 16, their leadership was manifest everywhere. The editor greatly enjoyed the week's work with Dr. P. I. Tussing, who not only instructed the teachers in the institute, but also attended to Supt. Frank Reynold's dislocated shoulder joints at recess time. If this pair could travel together and teach anatomy by the laboratory method, their "joint" success would be assured. For full particulars as to terms and testimonials, address either Dr. P. I. Tussing, Lima, Ohio, or Supt. Frank E. Reynolds, Defiance, Ohio. The visit of Henry county to Defiance on Wednesday of the institute and the return call of Defiance to Henry the next day were events long to be remembered. The good fellowship shown and the fun which was mixed with the work of the two days will help to lighten the burdens of the coming months.

#### HIGH SCHOOL TEACHER'S OPPORTUNITY.

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—The Washington county teachers certainly did all in their power to make their institute, held August 5 to 9, a success. The attendance was large and the attention excellent. Supt. H. B. Williams of Sandusky was a delightful co-worker and it

was a pleasure to be there. Judge Barlow and his three county examiners, D. A. Leake, G. M. Plumer, and F. P. Wheeler, are directly responsible for much of the educational enthusiasm now found in the county, and Supt. J. V. McMillan of the Marietta city schools is always on hand to help every good cause and deserving teacher. They're a happy educational family.

—Senecaville is proud of her new school building and is happy over the advent of her new superintendent of schools, W. O. Moore, who has been so successful in his work in Washington, Ohio, for several years past. The schools now employ six teachers and the high school course is four years. Supt. Moore's assistants are: J. R. Hartup, principal high school; J. C. Moore, grammar school; A. C. Logan, intermediate; Clara Belle Leeper, secondary; and Mary Headley, primary.

—J. C. York has been elected to a position in the Toledo high school. He is a brother of Supt. L. E. York of Martin's Ferry and we can not have too many such. "Now is the winter of our discontent made glorious summer."

—Lucas county has these: President, L. L. Dieher; secretary, Mrs. Helen Mixter; executive committee, E. S. Poling, R. E. Brueling, M. L. Lehr. The enrollment in the Reading Circle was 125.

—Montgomery county elected as follows: President, Byron W. Murr; vice-president, Harry Iams; secretary, Vivian Stoner; executive committee, Edward Steck; O. T. R. C. secretary, Supt. C. W. McClure, Germantown.

—Prin. S. M. Heitz of Germantown was tendered a position at Mi-

amisburg, but his board of education met the offer with an increase of salary and he went not. That's a nice solution of such problems.

—Auglaize county has the following: President, Supt. C. C. McBroom, St. Marys; secretary, Miss Bessie Whitcomb, St. Marys; vice-president, Ernest Holtkamp, New Knoxville; executive committee, Miss Mary Conrath, Wapakoneta, Supt. C. F. Limbach, New Bremen, Homer L. Keller; O. T. R. C. secretary, C. C. McBroom, St. Marys.

—The officers in Darke county are: President, J. A. Cottrell, North Star; secretary, Estella Richter, Union City; O. T. R. C. secretary, Edward Miller, Bradford; executive committee, John R. Browsers, Gettysburg. About 200 members were enrolled in the Reading Circle.

—J. E. Peterson has returned to the profession and is now superintendent at West Carrollton.

—C. M. Austin has been elected to a position in the Miamisburg high school.

—Supt. A. A. Maysilles of Brookville will supervise the schools of Clay, Miami, and German townships, Montgomery county, this year, in addition to his regular work. His hands and heart will be quite full.

—The following begin work in the Mt. Vernon schools this year: Grace Stute, Clara Wood, Beryle Zemer, Myrtle Overley, Mrs. E. O. Eggleston, Anna Heldon, Cordelia Garber, Mona Skeels, Frances Tiffany, Bessie Norton, Anna Trimble, Anna Schnebly, Mary Kingsbury, Louise Smith, Ruth Pfantz, Ethel Studor, Elsie Fryar.

—Inasmuch as we are to study the poetry of Walt. Whitman later in the

year, we should all read the article "Whitman in Old Age," which appears in the *Century* for September. It will be well to preserve this number of the magazine so as to re-read the article when we come to study the poems.

—Miss Martha Kirkpatrick of Bellaire is the first lady ever elected to membership on the executive committee in Belmont county. She looks at the school problem in a large way and will ever be on the alert to give the teachers the best to be had.

—Supt. N. D. O. Wilson of Bowling Green has been riding Pegasus during vacation, at odd times, and is now in position to furnish poetry on any subject from transcendentalism up to blackberry-pie on short notice and at reasonable rates.

—J. E. Penny of Bethel is the O. T. R. C. secretary in Brown county and will give his bailiwick a prominent place among the elect.

—Miss Edith E. Shields, of Woodsfield, deserves about 1,257 cards of congratulation for her noble heroism in rescuing the name of her county from the zero column at the Put-in-Bay meeting.

—Seven counties had no representatives at the Put-in-Bay meeting. Now it would be a very graceful act for some of the progressive, wide-awake teachers in each of these counties to send the membership fee for 1908 to Supt. J. K. Baxter, Canton, right now, so as to make sure of the matter. The teachers who do this will receive a membership card and the entire transaction will give them a feeling of sublime comfort for the whole year. We shall publish the names of these advance members from month to month. We had twenty such names last month.

—From the report it will be noticed that the Ohio Teachers' Association closed up business this year with \$749.33 in its pocket. That means that it knows how the next meal is to be had, and how some advance moves are to be made. A balance looks well in print.

—Stanley Mitchell, son of Principal R. W. Mitchell, of the Asheville, N. C., high school, and formerly superintendent of the Defiance, Ohio, schools, recently passed the entrance examination to the Naval Academy at Annapolis, and is now a midshipman in that school. He won the appointment by a competitive examination and in the mental examination which followed, was the only North Carolina boy to pass. The MONTHLY joins in hearty congratulations to father and son.

—Supt. J. R. Beachler, of Eaton, has been called to the superintendency at Piqua. In his difficult work, he will have no more cordial supporter than Dr. Bennett, whom he succeeds. It is the privilege of very few men to serve a community for a third of a century and to retire with the good will, respect, esteem, and love of all its citizens. Such is Dr. Bennett's happy experience, and the MONTHLY heartily congratulates both him and his successor. Supt. Beachler is spending his second summer at Harvard University, gaining fresh knowledge and new inspiration for his work.

—Supt. Charles Hauptert, of Wooster, was elected superintendent at Jamestown, N. D., and later was elected to the vacancy at Wapakoneta. Owing to his love for Ohio and Ohio people he asked for and was given a release at Jamestown and has accepted the place at Wapakoneta.

—Business has claimed another good school superintendent in the person of F. E. Rinehart, who has done such excellent work as superintendent of the West Alexandria schools for several years past. He is now a member of the firm of Glander, Vogé & Rinehart, the proprietors of a large department store in his home town. The characteristics of honesty, integrity, and fidelity to duty which have always marked his career as a teacher will insure his success as a business man. Superintendent L. D. Brouse, of West Elkton, who secured a high school life certificate at the last state examination, succeeds Mr. Rinehart. He is well equipped to continue the good work in the schools.

—Professor John D. Holcomb, of Rio Grande College, will spend next year in Texas on a leave of absence. Prof. Holcomb has been at the head of the Mathematical Department at Rio Grande for a number of years, and has won the enviable reputation of being one of the strongest men in his line in the state. Prof. John B. Davis, a student of Prof. Holcomb's, and now taking work in mathematics at Wooster, has been appointed to do the work at Rio Grande in the absence of Prof. Holcomb.

—The Round Table of Supervisors of Drawing, of Western Ohio, will be held as usual in November at Dayton, Ohio. All interested can receive information by addressing the Secretary, Miss Anna Bier, Greenville, O.

—Clinton Co. elected as follows: President, E. L. Hatten, Martinsville; Secretary, Miss Anna Hinshaw, Wilmington; Ex-Com., Robt. Burton, Clarksville, C. B. Rayburn, Port William, E. E. Moriarity,

Sabina, O. T. R. C. Secretary, H. F. Miller, Blanchester

—Supt. E. W. Hamblin, of Kingsville, does things. In his new year-book we find a noble list of topics and speakers for the evening meetings he has planned, extending from September 16th to April 14th. Then comes a list of topics for teachers' meetings throughout the year and then the list of speakers for the high school lecture course. It is a noble bill of fare.

—Pickaway has the following officers: President, Supt Stanley Lawrence, Ashville; Secretary Prin. J. M. Ater, Ashville; Ex-Com., Supt. C. L. Boyer, Circleville, Supt. G. A. Bricker, New Holland, Dr. A. L. Stump, Derby. Teachers present, 194.

—It is now Supt. W. N. Davis, of Oak Hill, and there can be no doubt of his success. He is wide-awake, full of energy, eager to advance, and will give the people good work.

—Supt. Charles Hauptert, of Wapakoneta, and Supt. Hugo Anthony, of Minster, have been appointed on the board of county examiners in Auglaize Co. /

—The Shelby Co. Institute was held in Sidney, August 26 to 30. The instructors were, Dr. B. M. Davis, of Miami University, who gave a series of instructive addresses on the subject of Elementary Agriculture and Nature Study, and Dr. Lincoln Hulley, whose work was mainly in the line of history and literature. Dr. Hulley's addresses on Burns, Field and Riley met with enthusiastic reception. Miss Anna Johnson conducted the musical exercises. These instructors gave the Shelby Co. teachers a most successful institute.

The officers of the Institute are: H. G. Princehouse, President; Edna Gartley, Secretary; H. R. McVay, G. E. Sturm and J. E. Souders, Executive Committee.

—Supt. O. T. Jacobs, of Coalton, is one of the progressive young superintendents of Ohio, and has in him great promise for the future. He knows how to get things done in an easy, quiet way, and they are always done well.

—Supt. W. B. Simcox, of Tallmadge, recently published a new manual and course of study which abounds in useful information for all who are in any way interested in the work of the school.

—Supt. W. P. Vandervoort, of Morrow, has been appointed to membership on the board of examiners in Warren Co.

—The Warren Co. officers are: President, J. B. Wright, Harveysburg; Vice-President, Henry Hagedorn, Mainville; Secretary, Alice Cooke, Foster; Ex-Committee, T. J. Rogers, Franklin.

—Supt. R. E. Tope, of Ponca City, Okla., is feeling quite at home in his new work and is winning his way into the confidence and esteem of the people.

—Supt. C. S. Bunger, of the Harrison Tp. (Preble Co.) schools, has a new course of study, printed in a neat pamphlet, which will be of great service to pupils, patrons and teachers.

—Supt. A. A. McEndree, of Corning, has entered upon his new work as superintendent at Canal Winchester.

—Geo. W. De Long, formerly superintendent at Corning, has been

elected to the principalship of the high school at Crooksville.

#### THE BLOODLESS SPORTSMAN.

I go a gunning, but take no gun;  
I fish without a pole;  
And I bag good game and catch  
such fish

As suit a sportsman's soul;  
For the choicest game that the forest  
holds,

And the best fish of the brook,  
Are never brought down by a rifle  
shot,

And never are caught with a hook.  
I bob for fish by the forest brook,  
I hunt for game in the trees,  
For bigger birds than wing the air,  
Or fish that swim the seas.

A rodless Walton of the brooks,  
A bloodless sportsman I—  
I hunt for the thoughts that throng  
the woods,

The dreams that haunt the sky.  
The woods were made for the  
hunters of dreams,

The brooks for the fishers of song,  
To the hunters who hunt for the  
gunless game

The streams and the woods belong.  
There are thoughts that moan from  
the soul of the pine,

And thoughts in a flower bell  
curled;

And the thoughts that are blown  
with the scent of the fern

Are as new and as old as the  
world.

—Sam Walter Foss.

—To see goodness in other people, and to help them to find it in themselves; to be tolerant of the opinions of others, giving them credit whenever possible for sincerity of purpose; to be frank and open-hearted and honest in my dealings with others, showing a willingness to accord even a competitor a fair op-

portunity in the race of life; to deal fairly and affectionately with those who are in any sense criminal in their acts or tendencies, and to rebuke and criticise only in love; to respect and care for my body as a fit temple of the soul by temperance in eating and drinking, and to work hard enough to appreciate rest and recreation, to refuse utterly to worry unnecessarily about anything, but to strive at all times to entertain only pure and ennobling thoughts; to get good and to give good everywhere, making somebody glad of my presence,—these are some of the affirmations that might profitably be made by those who are interested in a more spiritual type of consciousness.

WM. A. MCKEEVER.

—A teacher of Ohio, with tears in her eyes, told of the death of her sister only a few months ago and quoted in this connection a few lines from Poe's "Annabel Lee" adding that her sister often quoted this poem. The quoting of the poem in this connection gave it an added interest and we shall never read the poem hereafter without recalling this teacher and the sister who is gone.

—Supt. C. W. Cookson of Troy took the place of Supt. H. H. Helter on the programme in Pike Co. and gave such complete satisfaction that he was at once recalled for next year.

—Miss Butcher leaves Utica to take a position in Middletown and Miss Hawk of Granville takes her work in Utica. So the moving goes on.

—Great responsibility rests just now upon the primary teacher in that it is she who is to start the little folks aright. If a mistake is

made here it lasts a very long time if, indeed, it is ever corrected. These little people are anxious to know and yet they are sensitive creatures. A cold wind will chill them to the marrow and send them home in tears but sunshine will cause them to expand in joy and healthy growth. This primary teacher can not assign lessons but must be a reservoir from which the children derive truth and inspiration. She must know all the branches and know how to adapt all these to the child mind. She must know proper stories and know how to tell them in a fascinating way. Great is that primary teacher who can do all this well.

—On page 660 of "The Chief American Poets" will be found a sentence from Lowell reading as follows: "I believe I have read all the poetry that ever was written." What a tremendous statement! Such a statement causes us to consider what part of all the poetry that ever was written we have read and makes us eager to emulate, in some good degree, the example of the great Lowell.

—If the gentle reader will carefully read the third paragraph on page 665 of "The Chief American Poets" he will get a clear notion of what the fourteen-year-old Bryant was able to do in the study of Latin and Greek. It may be well to read this paragraph to the boys and girls in our schools who think their tasks in these languages are too hard.

—W. K. Anderson who manages the business for the Interstate School of Correspondence in thirty-one states is now in Ohio looking after the interests of his company. This school is affiliated with Northwestern University and seeks to give teachers an opportunity to become

more scholarly as well as proficient in their work along with their regular work of teaching.

—Bryant's poem, "October," may well be used in our schools to open the eyes of our pupils to the beauty of the forests in Autumn along with "the sunshine of kind looks and music of kind voices." If we have some of our pupils commit it to memory and recite it in connection with opening exercises it will give a fine flavor to the day's work.

—Miss Anna Beatty, of Fredericktown, goes into the high school at Gallipolis to teach Latin and German and her brother Frank, who graduated at Denison University in June, goes to Xenia as supervisor of music.

—We ought to know thoroughly what Prof. Keith says on page 17 of "Elementary Education" as to the purpose of the book for a knowledge of this purpose must give color to the contents of the entire book. Besides, the purpose of the book as stated by the author will give us the key to the book and the power to apply to ourselves and our work all that the author says on every page.

—The teachers of the Putnam County institute showed their appreciation of the work of Supt. P. D. Amstutz has done with and for them by presenting to him a handsome Morris chair and all who know the glorious "Pete" will understand how this kindness touched his big heart. The presentation was made by Hon. A. P. Sandles who is never less than eloquent and who on this occasion surpassed himself.

—Miss Flora Hoover, of the Granville high school was tendered a place in a larger high school but

decided to remain at Granville. We often wonder whether the Granville people appreciate their good fortune in having Miss Hoover at the head of their high school. She is one of the very best to be found anywhere in this wide world.

—Here is a literary melange that is too good to be lost. It accompanied a pie that two teachers sent to another and the pie was none the worse for the literary accompaniment:

We have Spencer, for this Newton, Moore than a Grote, and while Bacon we have watched the Browning to Ward off the Burns.

It should have been Dunne Prior but there was no time to Hunt the Field or Steele a Crabbe, and Saxe of Drydens are too hard to Peele.

Again don't be Swift or in a hurry Caine to be Sterne but Hyde your wrath.

If you Chancer you'll be Fuller, but no Akenside or Bunyan can withstand this pie, sir.

—Sandusky County elected: President, Supt. E. F. Warner, Bellevue; Secretary, Miss Ashley, Fremont; Ex.-Com., F. A. Seibert, Fremont.

—Licking County elected as follows: President, Supt. C. L. Riley, Kirkersville; Secretary, Miss Georgia Taylor; Ex.-Com., Supt. D. D. Pryor, Croton; O. T. R. C. Secty., Harry Eswine, Etna.

—Supt. Clyde G. Kern, of Windom, has entered upon the work of his new position at Alexandria and gives rich promise of success.

—Supt. J. L. Clifton, of Mendon, and Miss Grace Reichelderfer were married at the home of the bride in Circleville, August 30. The following day the Licking County in-



stitute gave Supt. Clifton a "shower" that was almost a deluge.

—Supt. E. M. VanCleve has been doing noble service in the institutes this summer and we are very glad to know that the duties of his new position will not prevent his continuing institute work in the future. It would be a calamity to lose his good work..

—Trumbull County elected as follows: President, Supt. S. W. Mauck, Courtland; Secretary, Miss Grace Somerwill, Warren; Ex.-Com., Supt. P. W. Partridge, Southington; O. T. R. C. Secty. P. W. Partridge.

—Tuscarawas County has the following: President, H. A. Lind, Strasburg; Vice-Prest., T. G. Tyler, Shanesville; Secy., L. E. Everett, Uhrichsville; Asst. Secy., Nellie Drumm, Gnadenhutten; Ex.-Com., Charles Barthelmeh, Sugarcreek; W. H. Angel, Dennison; O. T. R. C. Secy. Lloyd Murphy, Newcomers-town.

—President Riker, of Mt. Union College, spent the last week of August in institute work in Nebraska.

—Prof. George S. Painter, of Washington University, Washington, D. C., has been elected to the department of Philosophy in Mount Union College to succeed the late Dr. Judd.

—The Academy and College of Mt Union College have been made entirely separate under separate bodies of teachers.

—Prof. J. B. Bowman spent three weeks of his vacation visiting institutes in the interest of Mount Union College.

—Elsie Roberts, who goes from the Salem schools to the principalship of Newton Falls high schools, is a grad-

uate of Damascus Academy, Alliance high school, and Mount Union College.

—L. A. Herdle, a graduate of Mount Union College, is the new principal of the Leedonia high school.

—Of the graduates from the liberal arts department of Mt. Union College for '07, W. A. Walls is principal of Kent high school; Frank W. Reinoehl is superintendent of Greentown schools; Alice Snyder is teacher of Latin in the Academy of the college; Ella B. Horn will teach in Columbiana high school; Agnes Graham goes to the high school in New London; Elsie Ellet enters the Niles schools as a teacher; C. F. Matthews is one of the ward principals in Alliance.

—Of the Mount Union College normal graduates '07, C. B. Irwin will become superintendent of Mesopotamia schools; Marjorie Cattell is assistant principal of Poland high school; Addie Goodrich, Pearl Lang and Anna Sanam became primary teachers in the Ashtabula Canton and Maximo schools respectively.

—Prof. Edwin Lee, of the Science department, Mount Union College, was one of the instructors in the Belmont county institute and did excellent work, arousing unusual interest.

—The Licking County School Masters' Club met in regular session at Newark, August 30 and after banqueting held a business and social session. The institute instructors and Judge E. M. P. Brister were guests of the club and all responded when called upon for remarks. Those present were E. M. P. Brister, S. P. Humphrey, W. L. Atwell, F. F. Orr, J. C. Skaggs, C. W. Gunion,

L. C. Brown, C. M. Layton, F. B. Pearson, C. L. Riley, J. S. Mason, Arthur Powell, M. F. Smith, Wm. B. Wright.

—Supt. W. S. Rowe, of Greenville, is doing a great work in fostering school garden sentiment among his pupils and their work the past season attracted much attention at the fair. The sales amounted to about \$100 and the prizes given by Mrs. Henry St. Clair have stimulated an interest that will make the work more popular next year.

—Principal and Mrs. Geo. G. Stahl spent their vacation in making a tour of the West, visiting Omaha, Boulder, Denver, Colorado Springs, Kansas City and the intervening places of interest.

—D. J. Shaefer, of Dresden, has entered upon his new work as principal of the high school at Shelby and we predict for him a most successful administration.

—The Hardin County Institute gave Supt. J. P. Sharkey an ovation when he appeared in the interests of the Reading Circle. Dean Minnich led in the singing of a song which Supt. N. E. Hutchinson had written and in other ways they caused Supt. Sharkey to realize that he was in the hands of his friends.

—Hancock county elected Supt. S. E. Weaver, of McComb, Secretary of the Reading Circle who has effected a complete organization of the county. The teachers in that section of the moral vineyard are determined that next year their county will not be found in the doubtful column.

—Supt. D. J. Thomson, of Killbuck, passed away August 21 after a brief illness. He graduated from the

University of Wooster in 1906 and was a young man of great promise. His death cast a deep gloom over the entire community as he was held in the highest esteem.

—Supt. J. C. Gordon, of Mt. Victory, was granted a year's leave of absence from the schools to regain his lost health. He was also reappointed school examiner for a three years' term.

—A. A. Stambaugh has been elected principal of the Ada high school thus leaving Ridgeway without a superintendent.

—Supt. M. O. Musgrove, of Grant, was elected to the executive committee of the institute this year. Supt. E. S. Montz, of Forest, is the new president and Miss Jessie A. Myers was elected secretary.

—W. H. Bebout, one of Knox county's ablest teachers, has been elected superintendent of the Killbuck schools.

—One of the most successful county institutes ever held in Coshocton County closed August 30. The teachers of the county are to be congratulated for their excellent attendance and interest manifested during the entire week. Prof. H. H. Frazer, of Tiffin, high school, Dr. Henry Houck, of Harrisburg, Pa., and Prof. A. B. Graham, of Columbus, were the instructors. Prof. Frazer is an able school man and his able talks on agriculture were both helpful and practical. Dr. Houck, the grand old school man, was at his best and his talks on practical school work were full of his usual amount of wit and humor which never fails him. His lecture Tuesday evening, "The Trip to Jerusalem," was great. Prof. Graham, filled with original ideas, tireless in

his efforts, made two rousing talks Thursday, which the teachers considered a grand treat. On Thursday night the teachers and the public were entertained by the Otterbein Male Quartette, of Westerville; the members of the quartette were at their best and were well received.

We are especially glad to state that the O. T. R. C. was never before in as prosperous a condition as now. Early in the week W. S. Hootman, of Coshocton, was elected County Secretary and through the earnest appeal of Prof. Frazier, President Maston, and Secretary Hootman and others, an organization was secured in every township in the county before Friday evening. What other county can boast of such a record?

It has been said that the Coshocton county teachers are noted for their sociability and good looks, and all who were present during the week are convinced that this is true. On Friday afternoon a glad and hearty farewell and the wishes of a prosperous and successful year was extended to all.

Following are the officers for the ensuing year: Pres. C. W. Maston, Warsaw; Sec. Miss Della Leech, Keene; Ex.-Com., A. C. McDonald, Roscoe; C. E. Bryant, Coshocton; and E. C. Welker, Birds Run.

—Supt. C. A. Wilson, of Carthage, has been re-elected for a term of two years and the salary has been increased to \$1700. Supt. Wilson has gone steadily upward from the district school to his present position, and has done this by persistent hard work. He is a graduate of Ohio Northern, has both life certificates, has paid his way out of his earnings, and has always had the respect of his fellows. His work as

superintendent has been done at Winchester, Williamsburg, Milford, and Carthage, and the honor that comes to him in this recent re-election shows that he has done his work well and is held in high esteem. It is ever a pleasure to cite such careers as his as evidence of the fact that work and worth always win, and, in due time, receive their reward.

—Elyria public schools started off nicely September 3 with an enrollment of about 1,900 in the grades, and with 450 in the high school. The department of Domestic Science has been added to the course and much interest is being shown in it.

—Teachers of "Macbeth" will find a very helpful little book on the subject in "Shakespeare Studies—Macbeth" which is published by the American Book Co., Cincinnati.

—The Central Ohio meeting is coming along in November, and Columbus will be swept and garnished for the hosts of visitors who will journey thither. We are clearly of the opinion that this will be the largest educational gathering of its kind ever held in Ohio.

—"Education by Plays and Games" is the title of a new book from the press of Ginn & Co., Chicago, which teachers will find most suggestive in helping on their plans for times of recreation.

—Every member of the Ottawa Co. institute enrolled in the Reading Circle, but, of course, that was to be expected, seeing that Supt. H. H. Hoffman, of Oak Harbor, was the President. He knows how to get things done in a pleasant way. They subscribed over sixty dollars to the School Improvement Federation also and paid a good part in cash. Evidently Ottawa is wide awake.

—Jackson Co. elected officers as follows: President, R. V. Sheward, Jackson; Vice-President, J. F. Dixon, Jackson; Secretary, Miss Hannah E. Clark, Thurman; Ex. Com. W. N. Davis, Oak Hill, O. T. Jacobs, Coalton, J. W. Whiteside, Wellston; O. T. R. C. Secretary, M. A. Henson, Jackson.

—The prelude to the opening of the schools of Ashtabula was a notable city institute in which Dr. S. D. Fess, Miss Prentice, and D. B. Albert made the teachers glad to be members of the profession. Supt. E. A. Hotchkiss was the presiding genius and the teachers at once caught the spirit of his energy and superb enthusiasm.

—C. I. Fogle has been elected principal of the Beallsville school, to succeed H. O. Young. Mr. Young has been elected Supt. of the Lowell schools for two years at a good salary.

—The following resolution which was passed by the N. E. A. should be read at least twice:

"The National Education Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There are in the minds of the children and youth of today a tendency toward a disregard for constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty, a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of our leaders of opinion and places important obligations upon school authorities."

—Monroe Co. needs about twenty teachers more to supply the schools this year.

## STATE EXAMINATION QUESTIONS.

### GEOGRAPHY.

1. Name the great canals and the bodies of water they connect. What were the necessities which led to the construction of each? What are the advantages that will accrue to the world from the use of the Panama Canal?
2. Tabulate the important facts in a study of the New England States.
3. The Gulf States.
4. The South American States.
5. Draw an outline-sketch map of North America, showing political divisions, surface, a few of the largest rivers.
6. Explain the formation of deltas and name the most noted ones.
7. What are chief products of England? Of Russia? Of Italy? Of Australia? Of Japan?
8. Locate each and tell for what noted: Victoria, Duluth, Key West, Bahia, Birmingham, Antwerp, Lucknow, Cape Town.
8. Subject: Mexico. (a) surface, (b) climate, (c) products, (d) government, (e) people.
10. Why has it been possible for the United States to develop into a great nation?

### SCIENCE AND EDUCATION.

1. Distinguish between corporeal and psychical feelings. How is each occasioned? What relation does each bear to education?
2. Name the activities of the human mind in the order of their natural development. In what respect does this law of mental growth affect the teacher's method and the matter taught?
3. How do children get the number concept? Give suggestions on teaching numbers to First grade pupils.
4. What arithmetic knowledge should pupils have at the age of ten? At the age of fourteen? Contrast the teaching of reading in the Primary department with that of the Grammar department.
5. At what age and to what extent should a teacher emphasize the training of the imagination? The memory? The will? The judgment? The reasoning faculties?
6. Give a psychological discussion of interest and attention as they relate to the processes of learning.
7. What are the earmarks of

good teaching? 8. Outline that body of professional knowledge which every teacher should have before he enters upon his work.

### THEORY AND PRACTICE.

1. Of what teachers' association are you a member? What educational journals do you read? What professional books have you read since September, 1906? 2. What professional training have you had? 3. What is the end and aim of education? 4. State five principles of teaching. 5. Define each: teaching, instructing, training, learning. 6. Give the purpose of each: drill, test, recitation, examination. 7. State and discuss the methods of the recitation. 8. What relation, if any, does bodily action bear to the process of learning? 9. What has each of the following contributed to educational literature: Francis W. Parker? B. A. Hinsdale? Sarah Louise Arnold? Prof. William James? David Page? 10. Name six points in the New School Code with which every teacher should be familiar.

### CIVIL GOVERNMENT.

1. Explain fully: The United States is a democratic, representative, constitutional republic. 2. Prepare an expansion map of the United States, marking off the several purchases and cessions. 3. Give five rules for the guidance of the State in its dealings with cities. 4. What is a statesman? A partisan? A trimmer? A mugwump? An independent? A henchman? 5. Enumerate the civil rights guaranteed by the State. 6. If Congress should pass a law that the people wanted and the Supreme Court should set the law aside, what remedy have the people? 7. Show that it is possible for a man to be elected president without receiving a majority of the popular vote.

### PHYSIOLOGY.

1. Draw a diagram of the brain and spinal cord. 2. What effect have late hours, cigarette smoking and personal bad habits upon the nervous system? 3. Describe the heart. 4. What do you understand to be the meaning of the term "school sanitation?" 5. What digestive changes are effected by the gastric juice? 6. Describe the red cor-

puscles of the blood and give their function. 7. Starting at the right auricle, follow a drop of blood in its circulation through the larger vessels and the heart until it returns to the right auricle. 8. Explain the paths of sensory and motor impulses that figure directly in the reflex removal of the finger from the hot stove.

### PHYSICS.

1. State what is meant by conservation of energy and describe an experiment illustrating it. 2. An inclined plane is 300 ft. long, and its perpendicular height is 10 ft. What power acting parallel to the plane can support 2240 lb. on the plane? Parallel to the base? 3. Explain the use of the barometer in foretelling the weather. 4. When a Centigrade thermometer reads 15°, what is the temperature Fahrenheit? Absolute? 5. What temperature will result from mixing 10 g. of ice at 0°C. with 200 g. of water at 25°C.? 6. State the two methods of combining cells and explain the advantage of each. Write the formula that expresses in accordance with Ohm's law the current strength of a battery connected first by one method, then by the other. 7. Explain the cause of the divergence of leaves of a gold-leaf electroscope on the approach of a charged body. What effect have the size of the plates and their distance apart on (a) the resistance of the cell, (b) the potential of the cell? 8. What is the difference between the phenomena of reflection from white blotting paper and from a piece of window glass? 9. Where must an object be placed with a plano-convex lens to give a magnified real image? Where to produce a virtual image? Will the latter be larger or smaller than the object? 10. Do sounds of different pitch travel in air with the same velocity? Give reasons for your answer.

### RHETORIC.

1. Give an example of a loose sentence and change it to the periodic form. 2. Explain in what particulars words of Saxon derivation have advantage in diction over words of Latin derivation. 3. Distinguish the following: idiom, colloquialism, provincialism, barbarism. 4. Give three uses of an introduction. Mention three ways in which you might introduce an essay on the *Life of Co-*

*lumbus*. 5. Define and mention an example of the following: epic poem, ode, satire, lyric, Alexandrine. 6. What is a trope? Define and illustrate (a) epigram, (b) anti-climax, (c) antithesis. 7. Change the following metaphor into a simile: Hope is the best medicine for despondency; the following simile into a metaphor: Applause swept like a storm through the great hall. 8. Distinguish between wit and humor. Give illustrations from American writers. 9. Compare the essay with the oration as to (a) form, (b) style, (c) purpose. 10. Discuss the value of the study of formal rhetoric to high school students.

### GENERAL HISTORY.

1. Name the divisions of general history with dates. 2. What was the Hegira? Date? 3. What legal reforms did Solon introduce? 4. Name discoveries and inventions that have produced great results in the development of the race. 5. What were the leading provisions of the Petition of Right? 6. Briefly describe the career of Peter the Great. 7. What was the Revolution of 1688. 8. What made Bedford jail famous? The Bastille? 9. Describe the massacre of the Swiss Guards. 10. What decisive battles of the world were fought on American soil?

### LATIN.

1. Translate: Ad haec Caesar respondit. Se magis consuetudine sua quam merito eorum civitatem conservaturum, si prius quam murum aries attigisset se dedidissent: sed deditionis nullam esse condicionem nisi armis traditis. Se id quod in Nervii fecisset facturum, finitimisque imperaturum, ne quam dediticiis populi Romani injuriam inferrent. Re nuntiata ad suos, quae imperarentur facere dixerunt. Armorum magna multitudine de muro in fossam, quae erat ante oppidum, jacta, sic ut prope summam muri aggerisque altitudinem acervi armorum adaequarent, et tamen circiter parte tertia, ut postea perspectum est, celata atque in oppido reposita, portis patefactis, eo die pace sunt usi. 2. Explain the case of the following words: Se, infinitimis, Re, Armorum, pace, die. 3. Translate: Primus ibi ante omnes, magna comitante caterva, Laocoon ardens summa decurrit ab arce, Et procul: "O miseri, quae

tanta insania, cives? Creditis avectos hostes, aut ulla putatis Dona carere dolis Danaum? sic notus Ulixes? Aut hoc inclusi igno occulantur Achivi, Aut haec in nostros fabricata est machina muros, Inspectura domos venturaque desuper urbi, Aut aliquis latet error. Equo ne credite, Teucri. Quidquid id est, timeo Danaos, et dona ferentes." 4. Construe avectos, dolis, inclusi, Inspectura, Equo. 5. Explain the gerund and gerundive in Latin and write sentences illustrating one use of each.

### GEOLOGY.

1. What does the word fossil signify? What do fossils teach? 2. Define Structural Geology and Dynamical Geology. 3. Define rock, quartz, mica, dip, and fault. 4. Give the distinctions between an animal and a plant. 5. What geological effects have been produced by life? 6. What are the general characteristics of the Age of Mammals? 7. Give an estimate of the relative lengths of geological times. 8. What are the sources and effects of heat?

### ZOOLOGY.

1. Explain the various forms of reproduction. 2. Describe the metamorphosis of the tadpole into the frog. 3. Name some of the causes that tend to modify animals after birth. 4. Classify oyster, snail and sponge. 5. Distinguish between minerals and organic bodies. 6. Classify animals as to their skeletons and give examples.

### GRAMMAR.

1. "And the gentleman frightened her, and made her *melancholy*, and timid of his deserting her, and of her *children* coming to the gallows, and of *its* being wrong to be man and wife." (a) Does the phrase, "of her children coming to the gallows" express the intention of the writer? (b) Give the part of speech and the syntax of each italicized word. 2. Give the part of speech and the syntax of each italicized word in the following:

"Some future *time*, if so indeed you *will*,  
You may with those *self-styled* our *lords*  
*ally*  
Your fortunes."

3. "Zeal for *what he regarded as truth*, undaunted intrepidity to *main-*

tain his own system, abilities both natural and acquired to *defend* his principles and unwearied industry in propagating them are virtues which shine so conspicuously in every part of his behavior that even his enemies must allow *him to have possessed them* in an eminent degree." (a) Classify the above sentence as to form, and name the principal subject and predicate. (b) Select and classify the clauses, and name the connective in each. (c) Give the syntax of the italicized words.

### ALGEBRA.

- Solve:  

$$\frac{x+\sqrt{x}}{x-\sqrt{x}} = \frac{x^2-x}{4}$$
- Factor:  
 (a)  $x^2-y^2+y^2s+xyx+x^2s$   
 (b)  $b^2+2ab+2mn-n^2-m^2+a^2$   
 (c)  $x^2n^2+b^2y^2+2xn^2by$
- A crew rows down stream  $6\frac{1}{2}$  miles in 4 hours 20 minutes. What is the speed of the current, and at what rate could the crew row in still water?
- Solve:  

$$\frac{x+\sqrt{xy}+y=14}{x^2+xy+y^2=84}$$
- Find the cube root of  

$$54x+\frac{112}{x^3}-\frac{12}{x^2}+\frac{108}{x}+x^2-12x^2$$
- Find two numbers whose product is equal to the difference of their squares and the sum of their squares equal to the difference of their cubes.
- Simplify  $(8a^2-8a^2+5a^2-3a^2)\div(5a^2-3a^2)$
- Given  $5x+3y > 46-y$   
 Find the limit of  $x$  and  $y$ .  
 $2y-2x=-8$
- A man who owned a lot 56 rods long and 28 rods wide constructed a street of uniform width along its entire border, and thereby decreased the available area of the lot by 2 acres. What was the width of the street?

### LOGIC.

- Define simple term, relative term and complex term. 2. Define syllogism, and name the terms of a syllogism. 3. Show the historical connection between Logic and Grammar. 4. Give a hypo-

thetical reasoning? Give illustrations. 6. State the rules of correct definition. 7. Show the differences between analytic and synthetic judgments. 8. What is conversion? When can conversion be illative? 9. Define Logic, Ratiocination, Sorites.

### PHYSICAL GEOGRAPHY.

- What are monsoons? How are they caused? Where do they occur?
- What are glaciers? Where found? What evidences of ancient glaciers are discovered? Where? 3. What are fiords? How formed? Where found?
- How are the planets distinguished from the stars? Name the planets in order of distance from the sun. How are the colors of the sky produced?
- How have mountains acted as barriers between nations? Illustrate. Give a theory of the origin of mountains. 6. Upon what does climate depend? How does climate affect civilization? How has man changed climate?

### GEOMETRY.

- Demonstrate—the sum of the lines which join a point within a triangle to the three vertices is less than the perimeter, but greater than half the perimeter. 2. Construct an isosceles triangle, having given the base and the radius of the inscribed circle. 3. Construct a rectangle, having given the perimeter and the diagonal. 4. If the sides of a triangle are 6 inches, 9 inches, and 12 inches, find the lengths (1) of the altitudes, (2) of the medians, (3) of the bisectors, (4) of the radius of the circumscribed circle. 5. Demonstrate—the sum of the square of the four sides of any quadrilateral is equal to the sum of the squares of the diagonals increased by four times the square of the line joining the middle points of the diagonals. 7. An open cistern 6 feet long and  $4\frac{1}{2}$  ft. wide holds 108 cubic feet of water. How many cubic feet of lead will it take to line the sides and bottom, if the lead is  $\frac{1}{4}$  inch thick? 8. The height of a right circular cone is equal to the diameter of its base; find the ratio of the area of the base to the lateral surface.

### U. S. HISTORY.

- Discuss briefly the following: (a) Articles of Confederation. (b) Ordinance

of '87. (c) Convention of '87. (d) National Bank. (e) Missouri Compromise. (f) Kansas-Nebraska Bill. (g) Omnibus Bill. (h) Reconstruction. (i) Financial legislation since '61. (j) The leading measures of Roosevelt's administration.

### TRIGONOMETRY.

1. Obtain the formulas which connect the sine cosine, and tangent of  $(180^\circ + \angle)$  with the function of  $(\angle)$ .

2. Assuming the formulas for the sine and cosine of the sum of two angles, prove that

$$\tan(a + B) = \sin 1/2a = 1/2 \sqrt{1 - \cos a}.$$

3. Find all the values of  $x$ , between  $0^\circ$  and  $360^\circ$ , which will satisfy the equations

$$(1) \tan x = 2 \sin 2x.$$

$$(2) (\sin x + \cos x)^2 = 2 \sin 2x.$$

4. The length of each side of a regular dodecagon is 24; find the radius of the inscribed circle and the area of the polygon

5. Given  $a^2 = b^2 + c^2 - 2bc \cos a$ ; obtain the formula  $\sin \frac{1}{2}a =$

$$\frac{\sqrt{(s-b)(s-c)}}{bc}$$

6. Find by a geometrical construction, the cosine of  $60^\circ$  and of  $45^\circ$ , and deduce the value of  $\cos 3360^\circ$  and  $\cos 2565^\circ$ .

7. Prove the formulas:

$$(1) \sin(A-B) = \sin A \cos B - \cos A \sin B$$

$$(2) \cos 2A = \frac{1 - \tan^2 a}{1 + \tan^2 a}$$

$$(3) \frac{\sin 2a + \sin 4a}{\cos^2 a + \cos 4a} = \tan 3a.$$

### SCIENTIFIC TEMPERANCE.

1. What is the law with regard to the teaching of scientific temperance in the public schools? 2. How may this law be wisely applied? 3. What steps would you take to counteract the vicious habits of smoking by our school boys? 4. Give scientific proof that alcohol is or is not a food. 5. Name five narcotics and give the effects of each. 6. What is the effect of the continued use of alcohol on the arteries? The brain? The heart? The lungs? The formation of habits?

### CHEMISTRY.

1. How much chemical laboratory work have you done? 2. What does each symbol represent: Al? As? Ba? Cu? Au? Fe? Ag? Sn? Na? 3. Give the atomic weight of each in No. 2. 4. Name the non-metallic elements. 5. Name the principal chemical elements of which the crust of the earth is composed. Give proportion by weight of each in every 100 parts. 6. Distinguish between a mixture and a chemical compound. Give scientific proof that the air is a mixture. 7. State the law of the Constancy of Composition; the Law of Multiple Proportions; the Principle of Valence. 8. Define acids, salts, bases, atomic weight. 9. Give the tests and antidotes for sulphuric acid. 10. Give chemical reaction in each case: To solution of lead salt add, (a) hydrogen sulphide, (b) sulphuric acid, (c) hydrochloric acid, (d) potassium chromate. Indicate each reaction by the use of an equation.

### BOTANY.

1. Name a few standard texts on Botany. Which of these have you studied? 2. To what extent may a microscope be used in botanical study? 3. Relate experiments to show that seed germination involves chemical changes. 4. Define embryo, cotyledons, spadix, spathe, pappus, drupe, cone, corn, key. 5. Give a description of the kernel of Indian corn. 6. What are parasite roots? Give five examples. 7. Give a scientific description of the morning glory, the dandelion. 8. How do you account for the strength of such stems as the oat, wheat, bulrush, corn, bamboo? 9. Illustrate by a drawing the cells of (a) cork, (b) green bark, (c) wood. 10. What purpose does color serve? Odor? Nectar? Name the wild flowers which you would have a pupil analyze and mount.

### READING.

1. Have our methods of teaching reading produced results commensurate with the time given to reading? Give reasons for your answer. 2. What do you regard as the first requisite of a successful teacher of reading? 3. What objects are to be attained as a result of teaching reading? 4. What mental state is indicated by each of the following inflections: rising, falling, circum-



flex? 5. "The voice is the man." Justify this statement in its application to quality of voice. 6. Indicate the manner in which you would read the first two lines of the following selection by marking the inflections, and locating the rhetorical pauses; state what variation, if any, in movement should be used in reading the selection:

Thou, too, sail on, O Ship of State!  
Sail on, O Union, strong and great!  
Humanity, with all its fears,  
With all the hopes of future years  
Is hanging breathless on thy fate!  
We know what Master laid thy keel,  
What workman wrought thy ribs of steel,  
Who made each mast, and sail, and rope,  
What anvils rang, what hammers beat,  
In what a forge and what a heat,  
Were shaped the anchors of thy hope!

#### ASTRONOMY.

1. Give proof that the earth is flattened at the poles. How was this flattening caused? 2. What is meant by (a) solar parallax, (b) parallax of a star? Of what use is parallax? 3. Give reason for the shape of the crescent moon. Show by diagram the relative position of the sun, earth and moon when we see the moon as a crescent. 4. Give (a) the length of Saturn's year, (b) the diameter of Jupiter. Compare the telescopic appearance of Saturn with that of Jupiter. 5. Name in order the constellations of the zodiac. Which of these are especially noticeable at this time of the year? 6. State the cause of the tides and explain the frequency of their occurrence. 7. Discuss the physical constitution and the appearance of meteors. Give a theory to account for meteoric showers. 8. The altitude of the sun above the southern horizon as it crosses the meridian of a given place is  $58^{\circ} 30'$ ; the declination of the sun at the time of the observation is  $11^{\circ} 15'$  north. What is the latitude of the place?

#### HISTORY OF EDUCATION.

1. Who wrote "Leonard and Gertrude?" Give a brief analysis of the book. 2. Name five recent improvements in the School Laws of Ohio. 3. Describe monastic education. 4. Name

the pioneers of education in the United States. Give two periods of educational growth in the United States. 5. Give four great names in the history of Greek education. Name their educational writings. 6. What was Froebel's educational ideal? His thought concerning the purpose of the Kindergarten? What was Jacotot's theory of self-teaching? 7. Why should each of the following have a place in the history of education? Alexander Bain? Alcuin? Loyola? Erasmus? Milton? 8. What were the reforms advocated by Comenius? 9. Show how the Crusades affected scientific thought. 10. What is meant by technical school? Name the first technical school established in the United States? When? Where?

#### ENGLISH LITERATURE.

1. What is meant by Old English and Middle English? When did each begin and end? When did Modern English begin? Name some writers in each epoch. 8. Compare Whittier and Lowell as poets. 3. Give a brief description of one of the following: In Memoriam, Aurora Leigh or Oliver Twist. 4. Who wrote (a) The Princess, (b) Essays of Elia, (c) Hypatia, (d) Rasselas, (e) Bitter Sweet, (f) Bigelow Papers, (g) The Rivals. 5. Make an outline for the critical study of (a) a poem, (b) a novel, (c) a play, or (d) an essay. 6. In what department of literature does each of the following excel: Browning, Thoreau, Irving, George Eliot, Motley, Dryden, Bacon, Hawthorne? Name a production of each. 7. Describe the literary career of Chaucer. 8. What was the great dramatic age? Why so called? Name its great leaders. 9. Name eight great writers who have written since 1800. Name a work of each. 10. Make a comparison between Macaulay and Carlyle: (a) style, (b) literary works.

#### PSYCHOLOGY.

1. Show the relation between consciousness and appreciation. 2. Define will and its functions. 3. State three recent developments in psychology and discuss one of them. 4. Define attention and show the relation of attention to learning. To how many objects may attention be given at one time. 5. Give examples of impulsive action in a

child; reflex, instinctive. 6. What, if anything, has Psychology to do with Metaphysics? Physiology or Biology? Name several sources of Psychology except reading. 7. Define judgment; Psychosis; Conscience. Give the usual division of Psychology. 8. Define Conscient. Upon what does distinctness or indistinctness of Conception depend? 9. What is the order of the development of the emotions?

### POLITICAL ECONOMY.

1. Mention three causes that influence the efficiency of the individual laborer in the production of wealth. 2. Show that the prices of commodities constantly tend to normal value. Give an exception to this principle. 3. Explain what is meant by the "market value of money" and show why this value is subject to fluctuation from day to day. 4. Account for the difference between the standard of living among American laborers and the standard among Italian laborers. 5. Discuss Ricardo's theory of rent. 6. Discuss the relative advantages and disadvantages of a strike as a remedy for labor grievances. 7. State the methods of taxation employed by the United States government, and describe the method of collecting taxes in the case of one of the methods mentioned. 8. Explain the relation that a sound banking system sustains to business prosperity. How is the holder of a national bank note secured against loss caused by the failure of the bank?

### ARITHMETIC.

1. If metal A has a specific gravity 6, metal B 9, and metal C 18, what will be the specific gravity of a compound composed of 12, 36 and 90 lbs. respectively?  $14 \frac{14}{23}$ . 2. Insert 4 geometric means between 4 and 128.  $8-16-32-64$ . 3. The amount of a certain principal for three years is \$750, and the interest is  $\frac{1}{4}$  of the principal. What is the rate per cent?  $8\frac{1}{4}\%$ . 4. If cloth, one yard wide, costs \$1.50 a yard, and then shrinks 10 per cent. in length and 10 per cent. in breadth, at what must it be sold per square yard to gain 20 per cent?  $\$2 \frac{2}{9}$ . 5. Bought stock at 10 per cent. discount, which rose to 5 per cent. premium and sold for cash; paid a debt of \$33, and invested the

balance in stock at 2 per cent. premium, which, at par, left me \$11, less than at first. How much money had I at first? \$148.50. 6. One diagonal of a rhombus is 10 rods and its area is  $86.60\frac{1}{4}$  square rods. Find the other diagonal.  $17.3205$ . 7. A Columbus merchant bought a bill of fruit from a fruit dealer in California. The amount of the bill is \$7,500. He pays him with a 60-day draft at  $\frac{1}{4}$  per cent. premium, interest 6 per cent. What is the cost of the fruit to the Columbus merchant? \$7,443.75. 8. A note of \$4,800, dated June 23, 1846, payable in 90 days, was discounted at 6 per cent. and \$23.30 was taken off: when was it discounted? Aug. 23, 1846. 9. A pole, whose circumference is 9 inches, and height 30 feet, has around it a wire in the form of a spiral which goes around it once every foot; find the length of the wire.  $37\frac{1}{2}$  ft. 10. Sold an invoice of goods at a loss of 16 per cent. Had I paid \$400 less, my gain would have been 25 per cent. What was the selling price? \$1,000.

### MUSIC.

1. What is a tone? What is a scale? What is a key? 2. What is pitch? Upon what does pitch depend? 3. Define melody and harmony. 4. What is a Major Scale? A Chromatic Scale? A Chromatic Tone? 5. Define Key Signature, Staff, Clef, Bar, and Tie. 6. Write an exercise in two parts, Soprano and Alto. 7. Give a description of your preparation in music, and an account of your experience in teaching the subject. 8. Make an estimate of the value of music as a part of the public school curriculum. 9-10. Describe somewhat in detail your method of teaching this subject in the Primary Grades, also in the High School.

### ORTHOGRAPHY.

1. Define orthography, orthoepy and phonetics. 2. What are the defects of the English alphabet? 3. Make and name the diacritical marks in common use. Illustrate the uses of silent letters. 4. Give the substitutes in the following words: son, feint pique, chorus and was. 5. Name the rule or exception involved in spelling the following words: digging, peaceable, singeing, dying and lack. 6. Give the orthographic parsing of the letters in the word man.

7-10. Spell correctly and define: *tablo*, *hymenial*, *salable*, *supercede*, *visé*, *rigmarol*, *vicinnage*, *lachrimal*, *fracass*, and *hiatus*.

### UNIFORM QUESTIONS FOR AUGUST.

#### GRAMMAR.

What is a phrase? Name and classify all the phrases in the following: "At first it is doubly hard to do right, knowing that we shall receive no reward on earth." 2. Name five offices of a noun that a clause may perform. 3. Illustrate by sentences the uses mentioned in question 2. 4. In grammar which should be taught first, the synthesis or the analysis of the sentence? Why? 5. Conjugate the following: *to choose* in the infinitive, active and passive; *to loose* in the past, subjunctive, passive. 6. Define the following: substantive, collective noun, adversative conjunction. 7. Give the syntax of *fisherman* in each of the following sentences: a. The fisherman *cast* his nets early. b. The harbor-master had given the fisherman advice about *anchoring* his boat too near the rocks. c. The *latter* gave no heed for only through *daring* had he been made a successful fisherman. d. Heredity, too, had made him a fisherman. e. Today a storm came up, the fisherman *pulling* away from his nets not a moment too soon. 8-9. Parse in full the italicized words in the sentences in question 7. 10. Point out and classify all the adverbs in the sentences in question 7.

#### THEORY AND PRACTICE.

1. What should be the aim of all discipline? 2. Modern methods tend to make early education amusing, and all education interesting. Discuss this from the viewpoint of the educator. From the standpoint of its effect on the child. 3. What is meant by incentive? Distinguish between natural and artificial incentive. 4. What are the elements of governing power in a teacher? 5. Name several prerequisites for successful questioning. 6. What is the duty of a teacher in regard to self-culture? 7. In early instruction in number, which should precede, the reason or the process? Why? 8. Enumerate four ends to be gained from a written recitation not reached by the oral. 9. What do you understand by the laws of association? Of what use

are they in teaching? 10. From what sources have you gathered your educational precepts? Quote from one of these.

#### ARITHMETIC.

1. Is a multiplier abstract or concrete? When the multiplicand is concrete, what is true of the product? Is a ratio abstract or concrete? Explain each by example. 2. A certain dividend is 345, the remainder 7, and the quotient double the divisor. Find the divisor. 13. 3. If the driving wheels of a locomotive are 18 ft. 9 in. in circumference, and make three revolutions in a second, how much time will be required for the locomotive to run 150 miles? 3 hrs. 54 min. 40 sec. 4. What must be the dimensions of a cubical cistern to contain 2000 gallons? 77.3 in. 5. Sold a horse and carriage gaining \$150, or 25% of their cost; the horse cost 62½% less than the carriage. What was the cost of each? Carriage \$436 4/11, horse \$163 7/11. 6. (a) If a man buys an article for \$1 and sells it for \$100, what per cent does he gain? 9900%. (b) If he pays \$100 for an article and sells it for \$1, what per cent does he lose? 99%. 7. If \$445.62½ placed on interest for 7 years will produce \$128.99, what will be the interest on \$650 for 3 yrs. 10 mo. 15 da., at the same rate? \$104.15. 8. A man and a boy can do ¾ of a piece of work in 15 days. The man does three times as much as the boy. How long would it take each to do it separately? Man 25 days, boy 75 days. 9. Bought goods at 20, 15 and 5% off; the discount was \$187. Find the net cost of the goods. \$341.25. 10. Find the convex surface and volume of a cone whose radius is 4 inches and altitude 8 inches. Surface 112,343 sq. in., V. 134,041.6.

#### ORTHOGRAPHY.

1. Give two general rules for the division of words into syllables. 2. Write two words each having an Anglo-Saxon prefix, and two words each having a Latin prefix. 3. Add the syllable *ing* to each of the following: begin, benefit, compel, dye, plague. 4. Indicate the correct pronunciation of: comparable, tepid, bronchitis, aspirant, jugular. 5. Define the following: legible, acme, arduous, infallible, precedence. 6-10. Spell the following words to be pronounced by the examiner: exaggerate, aqueduct, ventilate, vacillate,

exhaustible, maintenance, dissyllable, lettuce, separable, bilious, parallel, narrative, domicile, milliner, nickel, dynamics, scandal fertile siege, larynx, roguish, gaseous, hygiene, tranquillity, Chillicothe.

### LITERATURE.

1. How is the name of Caucer associated in your mind with English literature? When did he live? What is his masterpiece? 2. Quote from one of Shakespeare's plays or from one of Bacon's essays and tell from what your quotation is taken. 3. What kind of poetry did Gray write? Name his masterpiece and quote from it. 4. Have you read Tennyson's *Idylls of the King*? What does the author aim to show in this poem? 5. Mention some facts of interest concerning Benjamin Franklin as an author. As a statesman. 6. What are the beauties of Irving's style? In what sense did he discover Spain? 7. Of what school in literature is W. D. Howells a representative? Name some of his writings. 8. Who wrote *The Flood of Years*, *The Hanging of the Crane*, *Bigelow Papers*, *The Culprit Fay*? 9. Of the authors represented in 8, which is most admired by children? Name other works of his. 10. What kind of literature did Cooper write? Name some of his productions. How does he rank as an author?

### PHYSIOLOGY.

1. Give a definition of the word health. 2. What is an antiseptic? An anæsthetic? 3. Classify joints and give example of each. 4. (a) Name the digestive fluids. (b) Give the functions of the liver. 5. Beginning with the left ventricle, trace the circulation, naming valves and bloodvessels. 6. Make a drawing showing a vertical cross-section of the eye. 7. What do you teach in regard to the uses of tobacco and alcohol? Name three narcotics. 8. Describe the structure of the teeth. How should they be cared for? 9. What is the vital element in air? What is the effect of re-breathing exhaled air? 10. Name three functions of the skin.

### GEOGRAPHY.

1. Of what use are parallels and meridians? 2. Give the boundaries of the

mathematical zones. What determines these boundaries? 3. What is the season now in Australia? Where are days now the shortest? 4. What grand division of land has the most regular coast line? The most irregular coast line? How do these conditions affect the wealth and power of the people? 5. To what European powers are the following subject: Australia, Greenland, Algiers, Siberia, Madagascar? 6. Account for the commercial greatness of Chicago. Of New York. 7. Which is farther north, New York or London? Paris or Chicago? Rome or St. Louis? Athens or New Orleans? Montreal or Pekin? 8. To which race do the natives of British India belong? What is the prevailing religion? Name and locate three important cities of India. 9. Name and locate our insular possession. 10. Prepare an outline that will be suitable for the study of the geography of any state in the United States.

### U. S. HISTORY INCLUDING CIVIL GOVERNMENT.

1. To what authorities did Columbus apply for aid before meeting with success? What countries were laid down on the map at that time? 2. Discuss the various motives that led to the colonization of America. 3. What was the attitude of the following colonies on religious questions: Massachusetts, Rhode Island, Maryland, Pennsylvania? 4. What battle of the Revolution ranks among the decisive battles of the world? Name a battle of the Civil War that ranks as decisive in the world's history. 5. What territory has the United States acquired since the adoption of the constitution? How obtained in each case? 6. Give an account of the admission of Texas into the Union, and the questions involved. 7. Why was Vicksburg an important point in the Civil War? What battle had been fought in the east at the time of the surrender of Vicksburg, and who commanded the Confederate forces in that battle? 8. How did Harriet Beecher Stowe affect American history? 9. If a man makes imitations of United States bills or coins, of what crime is he guilty? Has he broken federal or state law? Who punishes him? 10. State clearly the provisions for amending the constitution.

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## EVOLUTION.

A fire mist and a planet,  
A crystal and a cell;  
A jelly fish and saurian  
And caves where the cave men dwell.  
Then a sense of law and duty  
And a face turned from the clod;  
Some call it evolution,  
And others call it God.

A haze on the far horizon,  
The infinite tender sky,  
The ripe rich tints of the cornfields  
And the wild geese floating high.  
And all over upland and lowland  
The charm of the golden rod,  
Some of us call it autumn  
And others call it God.

Like the tide on a crescent sea beach,  
When the moon is new and thin,  
Into our hearts high yearnings  
Come surging and swelling in;  
Come from the mystic ocean  
Whose rim no foot has trod,  
Some of us call it longing  
And others call it God.

A picket frozen on duty,  
A mother starved for her brood;  
Socrates drinking the hemlock,  
And Jesus on the rood,  
And the millions who tired and lonely  
The long hard pathway trod;  
Some call it consecration  
And others call it God.

—Carruth.

## ENGLISH IN THE HIGH SCHOOL.

BY BESSIE F. PARRETT, SMITHFIELD.

The idea that there should be any definite instruction in a native tongue is comparatively new and indeed is not yet accepted by all. In the High School, there has always been the teacher of Science, the teacher of Latin, the teacher of Mathematics, but it is only recently that the teacher of English has been added to the corps. Of course English has been taught in a way for many years in our schools, but it has not been required that the English teacher should possess any particular training nor aptitude for her work. Any one could teach English and the ability of the average High School student upon entering college, to speak and to write well, is sufficient testimony that this idea has been faithfully carried out—and English has been taught by anybody in any way.

But for the last thirty years, there has been a decided revolution of ideas in regard to the importance of English. The old idea that all systematic linguistic training should be given by means of Latin or Greek has been hard to eradicate. It has taken centuries to convince educators that English should be given the precedence over Latin. But there were men even in Shakespeare's time who considered English worthy of some mention. Mulcarter, Spencer's teacher said; "I love Rome, but London better; I love Italy, but England more; I love the Latin, but I worship the English. If we must cleave to the eldest and not to the best, we should be eating acorns and wearing old Adam's pelts. But why

not all in English?" Vestiges of this tendency to cling to the "eldest" still remain. Commencement orations are delivered in Latin. Degrees are awarded in Latin, and the unlettered still feel that one who can read an ancient language has an undisputed title to knowledge.

Latin must be considered an essential to the proper study of the mother-tongue. Its study should be encouraged by English teachers, but it should be considered merely a means to an end—a step toward the mastery of our own vernacular. So it remains with English teachers today to prove that by theory and in practice English has a right to the first place—that it is fitted for use as a subject of instruction.

In 1876, Harvard took the first step toward the introduction of English into the curriculum of the schools by requiring an entrance examination in Rhetoric. Yale in 1894, first required some knowledge of literary masterpieces. The N. E. A. took up the question, and in 1895 appointed a Committee of Ten who gave a plan for the first systematized secondary instruction in English. English was no longer grammar, rhetoric, elocution, literature. It was all English—a settled organism—a four-year course. The same committee also reported that secondary English can be properly systematized and taught in the High School only when it is considered in direct connection with the elementary instruction in the grades. The result of this movement has been that in our best schools today as much

time is given to the study of the mother-tongue as to any other subject.

But why is the study of English important? It is important to the nation and to the individual. A common tongue is indispensable to every united nation. In China, every child is born to speak a dialect. To learn the literary language requires ten years. So that our country may be a united country with national ideals and national systems of that, it is necessary that the boys and girls of our land be thoroughly trained in the one language which will enrich, refine and beautify life for all.

But the study of English is of far greater importance to the individual. By his use of English is man judged. It is through English that he is able to communicate to others — it is that by which he lives and enjoys life, and it is that which makes him a thinking factor in the world. The intellectual life depends largely upon words without which it is impossible to reason. The ability to use words distinguishes man from the child or the savage.

What kind of expression must be taught the child? First, we answer — oral expression — the living language. Correct speech is even of more importance than correct writing. If a man can express himself clearly in speech, he can put his thoughts down on paper. Greatest of all oral expression is practical. Only a few can influence the public by essays or written appeals. Almost every one — man and woman, influences his fellow by spoken word. The acquiring of this habit is for the man who today really lives — a duty and a necessity.

We often hear asked "Shall I correct all mistakes in English in the

school-room?" Most certainly, yes. A child reared in a home where language is spoken correctly and with good taste will need few corrections. But all children are not so favored. These may resent correction, but this feeling will soon fade away and they will learn to be more careful and precise, and in after life they can never be grateful enough to the one who has helped them to a pure correct manner of speaking.

Not only should the child be taught to speak correctly, but he should be taught to speak in a clear full tone. Too much attention can not be paid to the speaking voice. The child should know how to articulate distinctly, to breathe correctly, to stand properly, to do everything that will enable him to speak with ease. When Shakespeare said,

"Her voice was ever

"Gentle and low; an excellent thing in woman,"

he did not intend the High School student should cultivate the whispering voice that is so hard upon the teacher's ear-drum. Let him rather speak clearly and distinctly. Such control of the voice should be had that one may express various shades of meaning in ordinary speech, in reading aloud, and in speaking. Visit a class — a Junior class in college reading Hamlet. It is positively hard on the nerves to listen to the average reader fifty minutes. Those students should heed the advice of Hamlet: "Speak the speech, I pray you, trippingly on the tongue. Suit the action to the word, the word to the action, that you o'er step not the modesty of nature." Good training will not make perfect readers, but it will help one to be a source of great pleasure to his friends.

With some wise direction along this line, on leaving High School,

every boy and girl will have learned self-control in speaking before others and will thus be able to meet the demands of social and business life which everyone must meet to some extent. With this idea of oral drill being carried out in our schools more and more today, we prophesy that in the next generation there will not be so many people who sigh in vain for the "gift of utterance."

Next in importance the pupil must be taught written expression. This is largely a matter of intellectual skill and knowledge. The student must be on intimate terms with correct usage of words, rhetorical laws and syntactical methods. Not every child can write well but most children can be taught to write simply and clearly. This kind of teaching means hard work for the English teacher — drudgery.

The teacher of English with a bundle of themes under her arm, a tired, dejected, hungry look in her eyes — excites our sympathy. This written work must be done, and it must be corrected, but has the required amount not been carried to an extreme? Surely no more should be required than the teacher has time to read, and no more than the pupil has time to do well. We must remember that too much is almost as bad as none. Some written exercise may be required each day, but a formal theme once a week is certainly all that the average teacher can assimilate.

The task of correction is made harder by the poor preparation of the student upon entering High School. Especially do we find this true of pupils from the country who have had little or no English instruction. Roark says, "The High School has a right to demand that all who begin its work should be able

to write a neat paper, to punctuate, capitalize, spell, and paragraph with almost automatic correctness, to build sentences that shall be correct, and to express thought and feeling with something of clearness and simplicity." Had the child been taught these things before reaching High School, the teacher of English would have reason to feel that her work had been emancipated from drudgery to the glorious state of pleasure. Then she could spend her strength upon that kind of correction which concerns not the mere structure — but the thought expressed. Let her have time to read — to live with the great minds and "thus possess herself of a never-failing source of happiness" which she may be able to communicate to her pupils.

What help shall the English teacher receive from her colleagues? Dr. Thurber says, "All the teachers of a school should share equally the task of supervising the English writing. I do not see how any teacher, man or woman, can have the effrontery to claim to know good English better than the rest; and I do not see how any teacher can submit to have the drudgery of having several times his share of the work thrust upon him." The teachers of a High School should refuse to receive poorly written, badly spelled manuscript. Mark such a paper *zero*, and the pupil will have learned his lesson.

Lastly, the English training must teach the pupil the love of good literature. Some one has said, "We cannot ask the public schools to make us all into artists, but we can ask the schoolmaster or mistress to see to it that we shall love all the works that genius endows with beauty." Literary appreciation is rarely instinctive. It must be taught.



It is not indispensable to a noble life, but it brings such an added pleasure, that if not indispensable, it is a luxury without which one can not afford to live. It is the duty of the teacher to open up to the pupil new sources of delight. Teach him to see in words new meanings. Ruskin says, "You must get yourself into the habit of looking intensely at words, and assuring yourself of their meaning syllable by syllable, letter by letter. You might read all the books of the British Museum and still be an illiterate, uneducated person; but if you read ten pages of a good book letter by letter, accurately you are forevermore in some measure an educated person." The really vital thing in the study of a masterpiece is to feel and know it as a whole. What does it mean? What is the idea? In short, what is this?

In the study of the masterpieces, the pupil is going to enter a new world. Surely, surely the English teacher needs to pray that she may teach wisely that the pupil may have a happy introduction into a world which will be to him a perpetual joy. The world is so much broader, so much sweeter, and so much purer to the boy or girl, who early in life, learns to love the beautiful thoughts and lofty ideals of noble minds.

He sees new beauties in Nature. He learns that nature may be to him as she was to Wordsworth,

"The anchor of my purest thoughts,  
the nurse,  
The guide, the guardian of my heart,  
and soul  
Of all my moral being."

With Lowell he learns that everything in life has some value. That there's "Never a leaf nor a blade too mean To be some happy creature's palace."

Best of all he is taught to see the brotherhood of man and the Fatherhood of God. He realizes that

"The whole round earth is every way  
Bound by gold chains about the feet  
of God."

The child must be a lover of literature, for, as some one has said, "Literature, like Nature, reveals her choicest treasures and rarest beauties only to her lovers."

And what of the teacher who is to lead the child into this broader life? What must be her accomplishments? In the first place, she must have a special talent for English. She must feel that she is teaching the greatest thing in the world—that for which she has been fore-ordained from the foundation of the world. But this feeling is not enough—she must have careful training and discipline. The broader the training, the wider field will she have upon which to draw for illustrative matter. Training gives mastery of self and mastery of self means mastery of others. She must of course speak good English and she must know literature—not the mere history of it, but the literature itself. Her love for it if not assumed will create enthusiasm in her pupils. Her education must be broad and deep, and greatest of all must be her desire to give the best that is in her to "these little ones." We may fall far short of this ideal, for we have all realized that "It is easier to teach twenty what were good to be done than be one of the twenty to follow mine own teaching." We may fail in living up to our ideal, but it is not failure that is crime.

So then, English teachers, and we are all that in a way, let us waken to realize the need of more careful English training in our schools to-

day. Shall we not join hands to prepare the boys and girls for real usefulness in life—for real enjoyment? Whether we teach English by oral work, by written work, or in whatever way, may we remember that we are teaching the great character-forming study, that we are bringing out in the boy or girl, the man or woman that is to be—that we are giving him his life armor—correct expression and noble ideals of life. May we ever remember that facility

of expression does not come first—that first of all comes real manhood and womanhood—and although our pupils may speak with the “tongues of men and of angels”—yet if we have failed to teach manhood and womanhood as the greatest lesson, our work is failure. May the grace of “common sense” and stern fidelity to our high calling save us from this error. May we realize how divine is our calling.

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### “AM I MY BROTHER’S KEEPER?”

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BY WHITTIER BURNET, VANDALIA.

Should a good boy tell on a bad boy, whom he had tried in vain to dissuade from wilful mischief? In the list of opinions, published in the January number of the OHIO EDUCATIONAL MONTHLY, a majority of the teachers always gave the wrong answer, while men of practical affairs usually solved the problem easily enough. Under the circumstances it seems that some one ought to try to scatter the logical fogs that distort the view, and to set the point at issue in as clear a light as possible.

When a boy, who understands the nature of wrong, is first tempted to conceal his knowledge of a guilty act, he faces a moral crisis in his life. The value of all his after years may depend upon his choice at this time. No doubt, it is hard to do the honorable thing but Right will always demand sacrifice from him. Let him early feel the rapture that comes from suffering for a true ideal. A noble decision, costing pain, is the

only possible beginning for a life of heroism. In the perpetual war between Right and Wrong, there can be no neutrals; there can be no compromise with Wrong.

When the heart is wholly loyal to the Right, there will be no temptation to shield a traitor to the cause. If a boy's loyalty to a friend conflicts with his loyalty to truth and justice, where does he owe the higher allegiance? He is a volunteer in the army of the Right; it is treason to give aid or comfort to an open enemy; how much more important that he must guard against secret spies, and the cowardly assassins who lurk in concealment? Can he aspire to be a standard-bearer, who once without remonstrance has seen the colors defiled and stained?

“I might get told on, myself, sometime!” pleads a tempted lad. In the recruit, such doubts and fears may be tolerated; discipline and the enthusiasm of the camp may transform him into the valiant leader.

But when I find an older youth ingeniously planning to escape the consequences of future mischief, I always show him a simpler way: Don't do it! What a restful sense of security comes from innocence!

There is an element of risk, too, in such an exchange of favors. If a boy lies to shield himself, if he lets suspicion rest upon his innocent playmates, if he lets a comrade suffer punishment for not telling, whom he should save by confessing, he betrays a low standard of character. One ought not to complain, if he were betrayed by such a scurvy fellow. He would be apt to forget you in your time of need and to remember you only when he is in danger himself! What a power there is in the wag of a bad boy's head, and the tilt of his saucy nose! How much of our labor can he destroy with a word! How the seedling virtues of our choicest sowings wither when his whisper of "Tattler" falls like a frost upon them! Children, like older people, find it hard to measure public opinion. The wicked, needing its protection are active in creating noisy demonstrations; the rest, not feeling the spur of danger, are so quiet one forgets to count them. It is small wonder, that a boy thinks the world is all against him when one or two of his mates cry "shame!" We make the same mistake when we say that public opinion is changeable: It isn't. Right always has the majority. Foolish people, wishing to yoke Public Opinion to their plow, trot along servilely in the dusty road, where it so obviously seems to be going — only to get trampled on and forgotten for their pains. The Wise Ones of Earth, finding this Wild Bull in their path, seize it by the horns, thrust a fist roughly up

its nose and kick it in the ribs — then it follows them submissively home to bawl all night in their back yard like a calf that has lost its mother.

A little courage and independence of spirit when his companions cry out, "Tattler!" would show even a small boy how foolish it is to fear this idle monster. In the case supposed, the good boy wished to dissuade the bad one from evil. But wrong is committed only where there is hope of concealment. So long as he refuses to tell he has not used his strongest means of resistance; on the contrary he becomes an accomplice to the mischief, as well as indirectly responsible for future injuries done by the bad boy.

It is no true kindness to a youth to shield him from the consequences of wilful mis-behavior. By proper treatment he may be redeemed. One misdeed does not spoil him; he may properly be forgiven many times. But the belief that crime can be hidden, and that he can lead a double life ruins him forever. Repeated escape from detection leaves him with a blunted and guilty conscience, that slowly undermines the foundations of manliness and converts him into the habitual sneak. A noble friendship would ennoble its object.

When a teacher is confronted with this condition for the first time, he should carefully explain to the boys the moral aspects of their two possible courses of action. Then he should give them time to consider their decision — at least a day. Should they persist in obstinate refusal to make known the culprit, he must punish. The culpable offenses are abetting evil, being an accomplice with a wrong-doer, and defiance of properly constituted authority.

## O. T. R. C.—SUGGESTIVE PLAN OF STUDY FOR THE YEAR 1907-1908.

BY SUPT. J. P. SHARKEY, MEMBER OF THE BOARD OF CONTROL, VAN WERT.

### I.—KEITH'S ELEMENTARY EDUCATION.

September—Read carefully Chapters I, and XV. Study Chapters II, and III.

October—Study Chapters IV, and V.

November—Study Chapters VI, and VII.

December—Study Chapters VIII, and IX.

January—Study Chapters X, and XI.

February—Study Chapters XII, and XIII. Read and discuss Chapter XIV.

In the study of Professor Keith's Elementary Education, note continually the carefully prepared Appendix. Part I is a summary which will be found extremely helpful in the study of the work. Part II contains questions and additional topics for discussion and review.

### II.—LA SALLE, AND THE DISCOVERY OF THE GREAT WEST.

Beginning with September, four chapters; three chapters in each succeeding month to April; in April, last four chapters.

Read carefully preface to first edition; and to the eleventh.

With each month select for study some other explorer, pioneer, or missionary whose life and work is in some way closely linked with the career of La Salle.

During the first three months make special study of the geography, of all the territory included in the explorations, wanderings, and colonial schemes of La Salle.

In December make a careful study of the Indian tribes with whom the early French settlers came in contact.

In January study the various religious orders interested in French missionary enterprises in North America.

During the remaining months study as collateral material:

(1) English and French Rivalry in America.

(2) Spanish and French Rivalry in America.

(3) Other Writings of Parkman.

(4) Other works similar in scope to Parkman's.

### III.—PAGE'S CHIEF AMERICAN POETS.

Note the statement in the Reading Circle Bulletin, questions for the Teachers' Examination in Literature will bear only upon the first half of the selections from each author; and upon the Biographical Sketches at the end of the book.

This provision is expected to be specially helpful to those preparing to take the County Examinations; and for any one it is infinitely better to read, reread, and master a few poems than to read once all the real poetry of our English tongue.

September—Bryant, pages 1, to 17 inclusive. Poe, pages 36, to 44. Memorize two of Bryant's shorter poems.

October—Emerson, pages 58, to 81. Memorize: "Good-bye," and "Concord Hymn."

November—Longfellow, pages 102, to 210. Memorize gems from Longfellow's poems, and one complete

poem, "Maidenhood" or "The Children."

December—Whittier, pages 259, to 303. Commit "Memories." Make special study of "Randolph of Roanoke," and of "Burns." (With "Ichabod," study "The Lost Occasion.")

January—Holmes, pages 355, to 383. Memorize gems from Holmes. Memorize: "For the Burns Centennial Celebration," and "Old Ironsides."

February—Lowell, pages 410, to 469. Study specially "The Bigelow Papers" (First Series). Memorize

"After the Burial," and "To the Dandelion." Have read in the Circle meetings: "Rhoecus," "The Present Crisis," and "An Incident in a Railroad Car."

March—Whitman, pages 532, to 572. Study specially "Song of Myself" and "Miracles."

April—Lanier to page 622. In April meetings let members recite poems and stanzas from each of the authors studied during the year.

(The Biographical Sketches and notes for each author will be studied with his poems.)

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## CAESAR RODNEY'S RIDE.

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BY ELDRIDGE STREETER BROOKS.

In that soft mid-land where the breezes bear  
The north and south on the genial air,  
Through the country of Kent, on affairs of State,  
Rode Caesar Rodney, the delegate.

Burly and big, and bold and bluff,  
In his three-cornered hat and his suit of snuff,  
A foe to King George and the English state  
Was Caesar Rodney, the delegate.

Into Dover village he rode apace,  
And his kinsfolk knew, from his anxious face,  
It was matter grave that had brought him there,  
To the counties three upon Delaware.

"Money and men we must have," he said,  
"Or the Congress fails and our cause is dead.  
Give us both and the king shall not work his will —  
We are men, since the blood of Bunker Hill."

Comes a rider swift on a panting bay:  
"Hollo Rodney, ho! you must save the day,  
For the Congress halts at a deed so great,  
And your vote alone may decide its fate!"

Answered Rodney then: "I will ride with speed;  
It is Liberty's stress; it is Freedom's need.  
When stands it?" "Tonight. Not a moment spare  
But ride like the wind, from the Delaware."

"Ho, saddle the black! I've but half a day,  
And the Congress sits eighty miles away,—  
But I'll be in time, if God grants me grace,  
To shake my fist in King George's face."

He is up; he is off! and the black horse flies  
On the northward road ere the "God-speed"! dies  
It is gallop and spur, as the leagues they clear,  
And the clustering mile-stones move arear.

It is two of the clock; and the fleet hoofs fling  
The Fieldsboro' dust with a clang and cling.  
It is three; and he gallops with slack rein where  
The road winds down to the Delaware.

Four; and he spurs into Newcastle town.  
From his panting steed he gets him down —  
"A fresh one, quick; not a moment's wait!"  
And off speeds Rodney the delegate.

It is five; and the beams of the western sun  
Tinge the spires of Wilmington, gold and dun;  
Six; and the dust of Chester Street  
Flies back in a cloud from his courser's feet.

It is seven; the horse-boat, broad of beam,  
At the Schuykill ferry crawls over the stream —  
And at seven-fifteen by the Rittenhouse clock  
He flings his reins to the tavern Jock.

The Congress is met; the debate's begun,  
And Liberty lags for the vote of one —  
When into the Hall, not a moment late,  
Walks Caesar Rodney, the delegate.

Not a moment late! and that half-day's ride  
Forwards the world with a mighty stride: —  
For the Act was passed, ere the midnight stroke  
O'er the Quaker City its echoes woke.

At Tyranny's feet was the gauntlet flung;  
"We are free!" all the bells through the colonies rung.  
And the sons of the free may recall with pride  
The day of Delegate Rodney's ride.

*St. Nicholas.*

**O. T. R. C.—OUTLINE FOR OCTOBER.  
"LA SALLE AND THE DISCOVERY  
OF THE GREAT WEST."**

By Supt. J. P. Sharkey, Member of Board of Control, Van Wert, Ohio.

Study Chapters IV and V and read related matter in Parkman's "Count Frontenac and New France under Louis XIV."

**BIBLIOGRAPHY.**

"American History and its Geographic Conditions," Chaps. II, XIII. Thwaites' "Down Historic Waterways."

Justin Winsor, "The Mississippi Basin," and "The Westward Movement."

Monette, "History of the Mississippi Valley."

Roosevelt's "Winning of the West," Vol. I, pp. 160 to 180.

Shaler's "Nature and Man in America."

Mackenzie in the "Trail Maker" series.

Study good map of Great Lakes portages and of Trans-Allegheny trails.

Read estimates of character, aims, and influence of La Salle by four writers: Gravier, Parkman, Shea, Justin Winsor.

**QUESTIONS.**

Is it true that La Salle closes the "Heroic Period" of French and Spanish exploration?

Describe the ceremony at Sault Ste. Marie upon the occasion of the formal declaration of possession by the French.

Classify La Salle, Joliet, Frontenac, Talon, Hennepin, Saint-Lusson, Perrot as priests, fur-traders, adventurers, statesmen.

Locate Kaskaskia, The Menomonee, Green Bay, the Ottawa R. portage, St. Ignace, Fox River.

Locate ten portages between the Great Lakes and the Mississippi valley.

What were the objects of the great activity shown by the French along the Great Lakes?

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**THE TEACHER AND THE VOICE.**

By Margaret Dennis Vail, Newark.

Examinations of candidates for teachers' positions rarely take account of voice values, though the quality of the teacher's voice is so important that one might paraphrase Scripture and say that though he spoke with the tongues of men and of angels and voiced not his utterances in the tones, inflections and cadences calculated to make the right impressions on the spirit of the child it would profit him nothing.

Some of the objectionable physical qualities of voice are hardness, thinness, nasality, shrillness, indistinctness. They can be much improved by training under teachers of voice culture, or if such a teacher is not accessible the person may himself eradicate the bad qualities and substitute good ones by persistent effort.

But the physical defects are of only relative importance after all. The bad qualities of the spirit as shown in the voice are irritability, querulousness, egotism, contempt, a disposition to browbeat, to be overbearing, and a lack of faith in the good intentions and motives of the child: The last is perhaps the most important. The vocal inflections may say to the child "I trust you," or "I don't trust you" without taking into account the words used, and the influence of the teacher over children, her power to guide and direct their development may be in many instances correctly gauged by that simple test.

A teacher may use entirely unobjectionable words, saying nothing that if repeated verbatim would convict her of unkindness, and yet her spirit as made manifest through the tones used in speaking make wounds upon the soul of the child whose scars can never be eradicated.

How can these bad qualities of the spirit be changed to their good opposites? Perhaps as was said in the Scripture of a certain kind of devil, only by prayer and fasting. The voice change must be preceded by a soul change. An artificial benevolence and kindness introduced into the voice for the purpose of producing certain effects is a ghastly, terrifying thing and always fails to accomplish the end sought. It is almost as bad as an artificial, set smile. "She kind of smiled all the time, but we could see she was mad clear through," was the graphically expressed tribute paid by a pupil to a teacher before whom she had been brought with others for discipline.

There is no use in counterfeiting a benevolent, kindly attitude before pupils. The sham is detected at once by most of them. Unless the teacher can discipline her own soul into the possession of the fruits of the spirit, — love, joy, peace, long-suffering, gentleness, goodness, faith, she had better not try to create the impression that they are a part of her spiritual equipment.

#### IN MEMORY OF THE CHARTER OAK.

The Society of Colonial Wars of Connecticut lately unveiled a monument which marks the site of the famous Charter Oak.

The monument is a thick column placed inside an iron fence that protects an angle of lawn between two roads — Charter Oak Avenue and Charter Oak Place. A globe rests

upon the backs of four dolphins. Beneath it is a bank of oak leaves encircling the granite monolith. The inscription reads:

NEAR THIS SPOT STOOD THE  
CHARTER OAK  
MEMORABLE IN THE HISTORY  
OF THE  
COLONY OF CONNECTICUT  
AS THE HIDING PLACE OF THE  
CHARTER  
October 31, 1687.  
THE TREE FELL  
August 21, 1856.

The original oak was seven feet in diameter, and it blew down in a storm. A considerable quantity of the timber is preserved. There are as many relics of the charter oak here and hereabouts as there are articles of furniture from the Mayflower at Plymouth and scattered among the descendants of the Pilgrims — *School Journal*.

#### OCTOBER.

October is the treasurer of the year,  
And all the months pay bounty to  
her store;

The fields and orchards still their  
tribute bear,

And fill her brimming coffers more  
and more.

But she, with youthful lavishness,  
Spends all her wealth in gaudy dress,  
And decks herself in garments  
bold

Of scarlet, purple, red, and gold.

She heedeth not how swift the hours  
fly,

But smiles and sings her happy  
life along;

She only sees above a shining sky;  
She only hears the breezes' voice  
in song.



Her garments trail the woodlands  
through,  
And gather pearls of early dew  
That sparkle, till the roguish Sun  
Creeps up and steals them every  
one.

But what cares she that jewels should  
be lost,  
When all of Nature's bounteous  
wealth is hers?  
Though princely fortunes may have  
been their cost,  
Not one regret her calm demeanor  
stirs.  
Whole-hearted, happy, careless, free,  
She lives her life out joyously,  
Nor cares when Frost stalks o'er  
her way  
And turns her auburn locks to  
gray.

—Paul Laurence Dunbar.

#### DUNBAR'S DEATH SONG.

##### I.

Lay me down beneaf de willers in  
de grass,  
Whah de branch'll go a-singin as  
it pass,  
An' w'en I's a-layin' low,  
I kin hyeah it as it go,  
Singin', "Sleep, my honey, tek yo'  
res' at las'."

##### II.

Lay me nigh to whah hit meks a  
little pool,  
An' de watah stan's so quiet lak an'  
cool,  
Whah de little birds in spring  
Ust to come an' drink and sing,  
An' de chillen waded on dey way to  
school.

##### III.

Let me settle w'en my shouldahs  
drop de load  
Nigh enough to hyeah de noises in  
the road;  
Fu I t'ink de las' long res'  
Gwine to soothe my sperrit bes'  
Ef I's lyin' 'mong de t'ings I's allers  
knowned.

#### THE DAYS OF LONG AGO.

I would like to go back for a mo-  
ment or so,  
Back to the fancy-hung Long Ago—  
To the old-fashioned house in the  
dusty lané,  
And be for a moment a boy again.

I would like to go back where the  
fields are green,  
And wander across the old creek's  
flow —  
I would like to stand in the joy  
serene  
Of the shadowy peace of Long Ago.

I would like just one glance at the  
eventide  
Of the misty mornings with dew  
aglow  
At the spot where the sparrows were  
wont to hide,  
And the fields where the wild flow-  
ers used to grow.

I would like just one drink from the  
old-fashioned well —  
I would feel if I could the mystic  
spell  
That ever clings 'round what we call  
Long Ago  
I would like to go back for a mo-  
ment or so.

—H. T. Fee.

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THE teacher who is trying to show how much he knows shows that he knows too little.

\* \* \*

THE teacher who talks down to the children really very often needs a step-ladder to get up to them.

\* \* \*

WE might have one of our pupils count the words we use unnecessarily in one day.

\* \* \*

LET all the public school men who like to be called "Professor" stand while we take the names.

\* \* \*

THE teacher who received thirty one-year certificates wept at her failure to get another one.

\* \* \*

TEACHING school is rather more than moving the disks about on a mental checker-board.

\* \* \*

To become all wrought up over school work is bad for the digestion and also spoils the complexion.

\* \* \*

HERE's a good creed: "To live and work and get as much fun as possible out of both." That will keep people sweet.

\* \* \*

THESE children are just about all right if only we come up to them on the right side and don't patronize.

THE superintendents round about are still inquiring for science teachers. There's a-plenty work for all.

\* \* \*

So you don't like that other fellow, eh? Wonder what his opinion of you is? Oh, yes, that's different.

\* \* \*

THESE devices that tell just how each little step should be taken must be an offence to the bright teacher.

\* \* \*

THE pupils' reading circle books! They should get to the reading right away.

\* \* \*

How many have committed to memory Poe's "Annabel Lee." Let's have a show of hands.

\* \* \*

LET the teachers keep in mind that we are to have a membership of 2500 in the O. T. A. next year.

\* \* \*

IF you are thinking of Europe for 1908 we can tell you of the European Summer School party.

\* \* \*

COLUMBUS will have not less than three thousand teachers attending the Central Ohio meeting next month.

\* \* \*

THE enterprising superintendents will see to it that the villages and townships have a course of lectures this year.

\* \* \*

To have every pupil in the class intensely interested every minute of the recitation, and nobody but pupils doing the reciting — now that is good teaching.

\* \* \*

WE admonish our pupils to think when, in reality, they are the only ones in the room who are doing any thinking at all. The teacher isn't

thinking or he wouldn't be saying what he does.

\* \* \*

IF we could only have the teacher's notion of order in the school-room we could very readily classify the teacher. There may be a sort of order that has no life in it.

\* \* \*

THE teacher who has a collection of "To Whom it May Concern" testimonials about him should burn them at once. Such things have often lost candidates good positions.

\* \* \*

A SMILE in the school-room that seems to have been made with a glove-stretcher will not win the children. They know what is genuine.

\* \* \*

A MAN remarked recently that any student who can read the average college catalogue and explain what it means should be given a diploma on the spot.

\* \* \*

IT may be well for us to discover whether the boy would be willing to ride on the car without paying his fare. This is not in the books but we may help the boy.

\* \* \*

WE still receive, now and then, one of these "thanking you in advance" letters. The writers evidently have not read that profound work "Are you a Bromide?"

\* \* \*

"KNOW as much as you please, and be interested in everything, but balance every ounce of gray matter with an ounce of good red blood — every thought of your brain with a beat of your heart."

\* \* \*

A SUPERINTENDENT tells of a teacher who came to him and con-

fessed that she could not change her way of teaching certain subjects, that, try as she might, she returned to the old ways. She was sensible enough to resign.

\* \* \*

A DICTIONARY, some books, a few pictures, some flowers, an orderly teacher's desk, a well-kept room, these accompanied by a sympathetic teacher who knows how to teach ought to constitute a good school.

\* \* \*

WE just can't help a feeling of gratification as well as gratitude because of the large increase in the number of subscribers to the MONTHLY. Some counties almost made it unanimous.

\* \* \*

WE hope our readers will not fail to read our advertising pages with care. These pages contain a wealth of good suggestions that may help us all in our work and in our purchases.

\* \* \*

WE dare say that many O. T. R. C. readers are surprised at the amount of poetry by Emerson. Of course, we all knew of his prose but did not realize how much poetry he contributed to the body of literature.

\* \* \*

WE once visited a very noisy school, and the teacher was making the noise. He yelled and screeched as if his school were scattered all over a township. He isn't teaching now — lost his position.

\* \* \*

THE harm is done in the first weeks of school. Teachers become ambitious to get over pages in the books and thus discourage the timid pupils who keep on falling farther and farther behind. Better go slowly at first.

IT is so easy to put things off. We are apt to invest tomorrow with a glory that will vanish when the sun rises again. If we do it today there will be more glory for tomorrow, and we'll sleep better tonight, too. "Do it now."

\* \* \*

IT does not require special vision to notice that the promotions have come to those who were doing such work in their former positions as attracted the attention of all those about them. It would be easy to name forty examples.

\* \* \*

THE cry still goes up all over Ohio for good teachers and the prospect is that it will continue. The salaries are moving up too, and also the requirements as to qualifications. The law of compensation is still in force.

\* \* \*

THE secular press is inclined to represent the opening of school as a sad time for the children, but the facts do not bear out such a conclusion. Of course children like to play, but the modern school is not the bugbear it is painted in the papers.

\* \* \*

THE person who agrees with us is a person of great good sense and unquestioned sanity, and we are ready to commend and recommend him upon every occasion. But the person who differs — well, that's another matter.

\* \* \*

THE teacher who is still young enough in years or spirit to be docile is never oracular, never has all questions settled irrevocably, never wants to do all the talking, and never considers a chip on the shoulder a necessary part of his panoply.

CHAPTER four of Keith's "Elementary Education" is sure to enlarge the educational horizon of every teacher who gives it a careful reading, in that it reveals the social phases of education and we are coming more and more to realize the importance of these.

\* \* \*

CULTURE is a difficult term to define with satisfaction to boys and girls. They don't always "sense" it. It so often seems to them synonymous with veneer, something that can be applied with a hammer or with a paste-brush. It isn't easy to make them understand that it must begin at the center and work outward.

\* \* \*

WHAT we choose shows what we are, whether in a dry goods store, in a book store, or in a school. At every institute there are agents having cheap wares who speak of their cheapness as if that were a virtue. This sort of thing does not appeal to the cultivated teacher who knows how and what to choose. Nothing but the best will satisfy this teacher.

\* \* \*

THERE are people, we are told by one of philosophic mind, "who think that by searching, by going far afield, they will find happiness, and do not see that it is lying all the while at their feet. They do not see it because it is so close. It is so close that there is danger of its being trodden on or kicked away. And it is shy, and waits to be picked up."

\* \* \*

HERE is a quotation from another book: "The scriptural injunction not to let the sun go down upon your wrath had no uses for him, for he possessed no wrath for the sun to go down upon. He had that lovable nature that sees the best in every-

thing first, and then prefers to see no further. He took for granted that people were at bottom good and noble, and the assumption went a long way towards making them so."

\* \* \*

STEVENSON always puts it well as this quotation shows: "The day returns and brings us the petty round of irritating concerns and duties. Help us to play the man; help us to perform them with laughter and kind faces; let cheerfulness abound with industry. Give us to go blithely on our business all this day; bring us to our resting beds weary and undishonored and grant us in the end the gift of sleep."

\* \* \*

HE was an old sea captain but he was full of philosophy as the following extract will prove: "'Tis easy 'nough fur us to be cheerful an' hearty in the way we do things, ef the wind's right an' the tide's runnin' our way — easy 'nough, then but 'tis when the gale's stiff ag'in' ye, an' ye're left to beat your course in alone, an' port's a long way off, an' maybe your mainm'st's overboard—then's when ye show what your heart's good fur."

\* \* \*

IT doesn't follow, by any means, that, because there are some thorns in our pathway, there are only roses in the pathway of others. The other people have their trials, too, but they are not saying much about them. They may have the blessed faculty of keeping the flowers out in front, but we need not infer that there are not other things besides flowers back there somewhere. Possibly those same people can not see the thorns in our path and it is better so. We are all too apt to see our own thorns and other people's flowers.

THERE was a thousand dollar position flitting around through an institute looking each young man in the face and wooing him in the most fascinating manner, but each one turned away and would not yield to the wooing. He knew himself to be unprepared for the duties in the palace where this princess abides. He did not have on "the wedding garment," and his heart was sad. A college diploma would have opened the portals for him but this talisman was wanting and his heart was sad.

\* \* \*

THE University of Minnesota announces that any pupil who has devoted four years to any course in high school and made passing grades will be admitted to college and they agree to provide work for each student thus entering that will help him to realize himself. This is certainly a recognition of the boy and needs to be carefully considered before it is condemned. It does away with the Procrustean bed idea and that is well. In college as well as in the high school it is well to consider what is good for the boy. Later on the boy will discover what he is good for.

\* \* \*

CONSTRUCTIVE work is always more profitable and really ought to be more pleasant than the destructive sort. It is always better to train a boy to do right things than to spend time teaching him what not to do. Besides, this plan is based upon psychological principles. Tell a boy not to cut the desk and he at once is made conscious of the knife in his pocket. Tell him not to throw matches upon the floor and tomorrow he will have matches in his pockets, and that because the teacher made the suggestion. Far better to keep him busy and happy in doing

work and not suggest to him possibilities in the way of mischief.

\* \* \*

SAYS William Winter in his *Gray Days and Gold*: "What a gap there would be in the poetry of our language if the *Elegy in a Country Churchyard* were absent from it! By that sublime and tender reverie upon the most important of all subjects that can engage the attention of the human mind Thomas Gray became one of the chief benefactors of his race. Those lines have been murmured by the lips of sorrowing affection beside many a shrine of buried love and hope, in many a churchyard all around the world. The sick have remembered them with comfort. The great soldier, going into battle, has said them for his solace and cheer. The dying statesman, closing his weary eyes upon this empty world, has spoken them with his last faltering accents, and fallen asleep with their heavenly music in his heart."

\* \* \*

If only some way could be found of including coal-mines among franchises the counties of Ohio that are so rich in coal would no longer suffer for lack of funds to carry on their schools. Ohio furnishes about twenty million tons of coal annually and a tax of five cents a ton would furnish a million dollars and this sum would relieve the situation. If our Tax Commission and our legislators will focus their attention upon this matter there is no doubt of their ability to cause the wealth of these counties to show upon the tax duplicate. The teachers in these counties may be able to help the schools by agitating the matter and it is none too soon to begin.

\* \* \*

A COUNTY examiner not long since

in addressing an institute urged the teachers to do two things this year in their schools. The first of these is to train pupils to read intelligently and intelligibly and the other is to teach pupils to write a letter in a proper manner. These things, he went on to say, are fundamental and no school is a good school that fails to do these two things, and, furthermore, no school is a poor school that does these two things well. In the course of his remarks he said that many of the Patterson pupils are lamentably poor readers and that their ability to write a letter is on a par with their reading. His points are well taken and we should like to emphasize them for the benefit of every teacher in the land.

\* \* \*

HOLMES, in describing Emerson's poetry, says: "His poetry is elemental; it has the rock beneath it in the eternal laws on which it rests; the roll of deep waters in its grander harmonies; its air is full of Aeolian strains that waken and die away as the breeze wanders over them; and through it shines the white starlight, and from time to time flashes a meteor that startles us with its sudden brilliancy. After all our criticisms, our selections, our analyses, our comparisons, we have to recognize that there is a charm in Emerson's poems which cannot be defined any more than the fragrance of a rose or a hyacinth — any more than the tone of a voice which we should know from all others if all mankind were to pass before us, and each of its articulating representatives should call us by name."

\* \* \*

THE following quotation is from a new book: "There is a great virtue in sweeping out one's own house and trimming its lamps before starting

on the house and lamps of a neighbor; and since new dust settles every day and lamps, I believe, need constant trimming, I know not when the truly tidy soul will have attained so perfect a spotlessness as to justify its issuing forth to attack the private dust of other people. And if it ever did, lo, it would find the necessity no longer there. Its bright untiringness would unconsciously have done its work, and every dimmer soul within sight of that cheerful shining been strengthened and inspired to go and do likewise."

\* \* \*

Now is the very day to begin work on the pupils' reading course if we have not already begun. To-day will not come back and if we neglect this most important work the future may bring us regrets. All that is needed is a fair degree of will power and initiative. If we just start once the work will open up before us and the children will show their appreciation by taking the books home where they will be read by all the family. It certainly is worth while for the teacher to feel that through his efforts the people of the entire school district have become readers of books through his efforts. If we want to see immediate results of our work there is no better field than right here.

\* \* \*

THE large increase, this year, in the number of subscribers to the MONTHLY encourages us to believe that the teachers of Ohio are coming to approve of our standard for an educational journal. We are trying all the while to stimulate teachers to improve themselves and, in the next place, we are trying to help them in their effort to teach better schools. Every page of the MONTH-

LY is devoted to one or the other of these two principles and we are trying, day by day, to gather material for these pages that will help teachers realize these two objects. We are grateful for the evidences of approval of our purposes, and shall hope to make the MONTHLY this year better than ever before.

\* \* \*

BELMONT county furnishes a notable exemplification of the value of supervision. For the past two years two of the sixteen townships of that county have been under supervision and these two townships have sent out almost half the Patterson graduates each year. The other way of saying it is that two townships under supervision graduate almost as many as the other fourteen townships without supervision. After making all possible allowances it still remains true that this furnishes a striking illustration of the value of careful supervision. The young teachers are not left to grope their way but are given the sort of help they need when they need it and their value and efficiency are thereby greatly increased.

\* \* \*

GOVERNOR HARRIS recently expressed the wish that it were possible for him to take a course in agriculture in Ohio State University, thus showing his approval of the scientific study of the subject. The spirit of the continuation school can be utilized in every district school if only the teacher will learn how and then do it. Every day there are numerous opportunities for inculcating habits of order, system, and method that the pupil can put into practice when he returns home in the evening and becomes busy with his chores. The care of stock, the repairing of doors and fences, the

destruction of noxious weeds, the care of milk and butter, and sanitation in general—all these are proper subjects for the school because they form a part of the daily activities of the boys and girls on the farm. The teacher who improves these opportunities is doing a valuable work.

\* \* \*

LUTHER BURBANK in his book, "The Training of the Human Plant," speaks to the point as follows: "Do not be cross with the child; you cannot afford it. If you are cultivating a plant, developing it into something finer and nobler, you must love it, not hate it; be gentle with it, not abusive; be firm, never harsh. I give the plants upon which I am at work in a test, whether a single one or a hundred thousand, the best possible environment. So should it be with the child, if you want to develop it in right ways. Let the children have music, let them have pictures, let them have laughter, let them have a good time; not an idle time, but one full of cheerful occupation."

\* \* \*

EDUCATION may be defined as a systematic preparation for emergencies. These emergencies are sure to come and when they come they furnish a test of training. At the time of accident the physician is the man who knows what to do and does it. At the fire the untrained man loses his poise, throws the lamp out the window and carries the bed-slats downstairs. The trained man with the utmost deliberation removes the window and then has the furniture taken out without a scratch. This is the man who is cool and imperturbable and to whom the emergency is merely a part of the day's work.

\* \* \*

THE rural teacher has many op-



portunities that are denied teachers in the city. There are abundant opportunities for wholesome outdoor sports and unlimited opportunities for the best sort of nature study. This nature study work, if done systematically, is so much better than the sort that comes from books alone. The children will soon learn the names of all the trees, birds, animals, and flowers in the neighborhood if only a little attention is given to the matter. The work need not be specially formal, but should be continuous. Great interest can be aroused at small expense of time and energy and in after years these pupils will look back upon the experience with feelings of deep gratitude to the teacher.

\* \* \*

HERE is the way Dr. G. Stanley Hall puts it: "Something is amiss with the lad of ten who is very good, studious, industrious, thoughtful, altruistic, quiet, polite, respectful, obedient, gentlemanly, orderly, always in good toilet, docile to reason, who turns away from stories that reek with gore, prefers adult companionship to that of his mates, refuses all low associates, speaks standard English, or is as pious and deeply in love with religious services as the typical maiden teacher or the *a la mode* parent wishes. Such a boy is either under-vitalized and anemic and precocious by nature, a repressed, overtrained, conventionalized manikin, a hypocrite, as some can become under pressure thus early in life, or else a genius of some kind with a little of all these."

\* \* \*

OCTOBER! This is the month when nature unlocks her wardrobe and brings forth her garments of brilliant colors. This is the month with the falling nuts, the rustling

leaves, and children's laughter blend in a chorus of ecstasy. This is the month when the horn of plenty pours its treasures out before us and we look toward the winter with a smile. This is the month when the golden-rod with blushes bids adieu to summer winds and bows its head as they speed away. This is the month when Nature speaks in whispers and only to those whose hearts are attuned to her mood and to her beauty. This is the month of laughter, of ruddy cheeks, of joyous work, of buoyant life. This is the summit whence we wave a farewell to the flowers and the birds and give all hail to the sterner delights of winter.

J  
\* \* \*

THE suggestions of Prof. Keith on pages 310-311 relative to the study of Chap. V of his book may be followed by every teacher, in some measure, and it will be found that such a course will amount to a scientific study of the subject, inasmuch as it means a classification of observed facts. It is easy to read this chapter cursorily, but such a study as the author suggests will enhance its value many fold. The facts as observed by different teachers may well be presented at the meeting and the interchange of views will be found to illumine the whole chapter. Herein lies the value of these hints and suggestions and Prof. Keith has done a great service for all readers in giving us such definite working plans and specifications.

\* \* \*

DR. G. STANLEY HALL has this to say in his new book: "Football is a magnificent game if played on honor. An English tennis champion was lately playing a rubber game with the American champion. They were even and near the end when the

American made a bad fluke which would have lost this country its championship. The English player, scorning to win on an accident, intentionally made a similar mistake that the best man might win. The chief evil of American football which now threatens its suppression in some colleges is the lust to win at any price, and results in tricks and secret practice. These sneaky methods impair the sentiment of honor which is the best and most potent of all the moral safeguards of youth, so that a young man can not be a gentleman on the gridiron. This ethical degeneration is far worse than all the bruises, sprains, broken bones, and even deaths it causes."

\* \* \*

VICTOR HUGO says: "People do not lack strength; they lack will." Emerson made a metrical translation of Virgil's Eclogues, in part, at the age of eleven. When Bryant was fourteen he had translated many of Virgil's works and "knew the Greek Testament from end to end almost as if it had been English." We do not do things simply because we do not will to do them. Some one tells us "One day with life and heart is time enough to move a world." In a general way, we can do whatever we desire to do with all our soul. The busiest people in the world are the very ones who least often speak of a lack of time. Then, too, the people who do the most regular work are the very ones who are most often called upon for special work. There are very few people who have not spare time at their disposal.

\* \* \*

THE population of Ohio is about twice as great as it was twenty-five years ago, but the number of acres of land remains the same. This reduces the problem of feeding the

people to a very simple form. Each acre of land must be rendered twice as productive as it was a quarter of a century ago. Something has been done in this line, but the possibilities of the soil have not been reached by any means. Nor, indeed, will these possibilities be reached until farming has been elevated to the rank of a science. The time has gone by for hit-and-miss tilling of the soil, and the movement in favor of the teaching of agriculture in the schools is most timely. Now, let the teachers take hold of the work in earnest and it will go forward for the boys and the girls as well as their parents are ready for it.

\* \* \*

THIS boy threw stones at a dog, that one broke a window, and that other one had a fight down the road. All this is bad, but quite like some boys. The people who see all these things feel called upon to report them to the school although they happened far away from school and after school hours. It seems not to occur to some people that the parents of these boys have some responsibility in the matter, but all the sins of humanity seem a proper libation to pour out upon the altar of the teacher. All the cars that contain damaged goods are shunted upon the teacher's side-track. When a boy does some mischief why doesn't some sane person report the matter at his home if a report must be made?

\* \* \*

AFTER school hours the teacher should throw off all school thought and work for a few hours and do something in the way of relaxation that is in no way connected with the regular work. Walks, rides, games, anything that will banish the school for a time, should be the order of the day. Even a railway engine

needs rest and certainly teachers need it quite as much. A run, a romp, a big hearty laugh, some outdoor game, these are some of the things that will set the blood tingling, bring roses to the cheeks, send the thrill of life through the body, and render the teacher a more wholesome companion for the children next day. The teacher who thinks shop, talks shop, acts shop, and nothing but shop soon becomes shop and that is not good for the children.

\* \* \*

THE Ohio teachers who made the tour of Europe during vacation with the European Summer School are very enthusiastic in their praise of the management. Indeed they say that every detail was looked after beyond their most ardent expectations. Then the opportunities for seeing things under expert guidance greatly enhanced the value of the trip and they are quite emphatic in their statements that this is the best way of seeing Europe. Plans are coming nicely for the MONTHLY party under this same management in 1908 and it seems to be a foregone conclusion that our party will be larger than was anticipated at first. We shall be glad to give full information as to the trip to all who are interested. Address Ohio Educational Monthly, 57 East Main St., Columbus, Ohio.

\* \* \*

REPRESENTATIVE DAVIS of Minnesota has announced his intention to introduce at the next session of Congress a bill which will provide for the co-operation of the Federal Government with the various States and Territories in the matter of providing for industrial and agricultural education. Among other things Mr. Davis says: "This bill contemplates

building up a large class of people trained in high school courses, combining industrial and general education. With patrons and teachers from such schools, our primary schools will be able to carry agriculture, manual training, and home economics subjects into the primary, rural and city schools. This bill will do much to bring all classes of primary schools to higher standards of scholarship, as well as to give their courses more of a practical bearing."

\* \* \*

As a definition of what a liberal education is or ought to be we submit the following as given by the celebrated Huxley: That man, I think, has a liberal education whose body has been so trained in youth that it is the ready servant of his will, and does with ease and pleasure all that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all of its parts of equal strength and in smooth running order, ready, like a steam engine, to be turned to any kind of work and to spin the gossamers as well as forge the anchors of the mind; whose mind is stored with the knowledge of the great fundamental truths of nature and the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions have been trained to come to heel by a vigorous will, the servant of a tender conscience; one who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to esteem others as himself.

\* \* \*

DIRECTOR A. C. TRUE of the United States Department of Agriculture says: The little rural school, so long the most backward in catching step with modern progress, is beginning to take new form. Edu-

cation in agriculture and home economics, once it is fairly started toward all farm boys and girls, promises to be too strong for the conservatism of even the isolated rural school, which has amply demonstrated that in its present form it can not properly handle these two new lines of work. It has been shown that the rural school needs to be born over into a new life which will fit it for its part — a most important part in the evolution of modern agriculture and modern country home making. The one-room school must become the four-room consolidated school, so that a man trained to teach agriculture and a woman trained to teach home economics may here find that fair wage and that long tenure of office which will warrant them in thoroughly preparing for their important tasks.

\* \* \*

THE resolutions of the N. E. A. and of the Ohio Teachers' Association touching the matter of high school fraternities and sororities are having their effect. On September 16, the board of education of Columbus, Ohio, passed the following resolution: "In the opinion of the board of education the several fraternities and sororities now existing in the several high schools are a serious detriment to school discipline, society, morality and good education; their tendency is to segregate their members into selfish cliques and to monopolize literary, social and athletic honors. Be it therefore

*Resolved*, That pupils being members of high school fraternities or sororities shall be ineligible to participate in any high school athletic contest, literary contest or any other contest with a class or high school; that they be ineligible to hold any

office in athletic, literary or class organizations, to edit or manage any publication of a high school; that they shall be ineligible to hold class office or participate in a high school class contest, and that they shall be ineligible to receive any high school class honors either as an individual or as a member of a class.

\* \* \*

THE primary teacher holds the key to the situation. In the first four grades the pupils necessarily lean upon the teacher and if she is well-informed, has scholarly instinct, and is resourceful the children will constantly drink from the living fountain. On the other hand if she strives merely to entertain, to keep the semblance of order till time for dismissal, the children will come into the higher grades flabby in intellect from a continued diet of mere sweets. This primary teacher has great opportunities and, therefore, great responsibilities. If she knows her Latin, and Greek, and French, and German, so much the better for her teaching of English. If she knows her Irving, her Bancroft, her Motley, her Mommsen, her Fiske, so much the better for her stories in History. If she knows Dickens, Thackeray, Hugo, Shakespeare, Burns, Scott, Cooper, Hawthorne, the American poets, and the Bible, she will be all the better equipped for laying good foundations in Literature. She must tell stories constantly and these she will find in abundance in the sources already indicated and if she is not conversant with these she must needs resort to the weak, diluted sort so frequently exploited in cheap papers whose price is "only" so much. In Dickens she finds Paul Dombey, and Little Nell; in Hugo, Little Cosette; in Shakespeare, Miranda, Portia, and

the rest, and in the Bible, Ruth, Esther and Jephthah's daughter. This primary teacher needs a far broader education than the college professor and blessed are the children who have such a teacher.

\* \* \*

THE Scranton *Republican* contains the following: Members of the School Board of Evansville, Ind., certainly must have their heads screwed on straight. They have definitely dismissed the head of the manual training school of that city, on the grounds that he "always had a grouch," and there was never a smile on his face. The Board declares that the school-room is no place for a person with a grouch.

This eminently just decision, delivered with marginal notes, deserves to be tacked up, with all its homeliness of wording, not only in the school-room, but in every office, store, and home. The school-room is most decidedly not the place for a glum countenance, for frowns and clouded brows. More than anywhere else the effect of unsmiling sternness is depressing upon the youth in restraint. "The wind is in the east," was the way Dickens described this condition of mind and temper, which led to frowns. "Let's sneak out, mother's cross," is the way that kind of a face appeals to mother's boys. "Father's not feeling well," is the whispered warning by the worried go-between of the family to the scurrying little figures, and the words are minutely understood.

The world is no place for a person with a grouch, and while it can scarcely be recommended to him that he get out of it, the advice is given that he dispense with the frown, that he conceal the grouch like a disgraceful family secret, and replace the lowering look with a smile. The

school-room, the street, the home, the earth — none of these is the place for a man with a grouch.

#### EDUCATIONAL NEWS.

— Supt. H. C. Aultman of Clifton was elected President of the Clark County institute and the mantle of Supt. J. R. Clarke falls upon worthy shoulders. He is one of the coming men in that section of the moral vineyard.

— C. W. Fretz is the new teacher of history in the high school at London.

— What a beautiful conceit when Emerson addresses the bumble-bee as "Thou animated torrid zone." We shall have more respect for the humble, poetic bumble-bee after this.

— W. S. Blackstone of Cumberland, a graduate of Ohio University, is the new teacher of science in the Bellaire high school.

— Miss Anna Miller is the new teacher of Latin in Mansfield high school taking the work of Miss Mary Soyex who goes to Evanston, Ill. high school.

— Miss Lucy Bowen, a graduate of the Western College for Women, at Oxford, is the new teacher of English in Logan high school.

— In Alabama they tell to this day a story to illustrate Senator Morgan's ability as an advocate.

A Negro of well-known thieving proclivities was on trial for stealing a mule. Morgan defended and cleared him. As lawyer and client were walking out of the court room Mr. Morgan said: "Rastus, did you steal the mule?"

"Well, Marse Morgan, it was jest like this: I really thought I did steal

dat mule, but after what you said to the jury I was convince' I didn't."

— A. K. Allen leaves the Mansfield high school to accept a position in Seattle and A. J. Miller of Bellevue, Mich., takes his work.

— W. A. Walls is the new Principal of the Kent high school. Last year he was science assistant in Mt. Union College.

— Supt. J. G. Crabbe of Ashland, Ky., in his annual report just published says: "A new school building causes a boy to wash his face more carefully and to put on a linen collar. So it has transpired that the erection of the new John Means Building, its equipment in modern fashion, the frescoing of the walls of Central High School Building, and their adornment with copies of the great masters' paintings, have been a potent factor in causing teachers to go about the work of instruction with renewed zest, and is causing the boys and girls of the schools to apply themselves with unwonted zeal to the tasks assigned them."

— Miss Grace M. Vincent will teach Latin in the Xenia high school this year, Miss Irma Finley, history, and Frank A. Dubois, science.

— Miss Alma I. Blaisdell is the new teacher of German in the high school at Troy.

— "Don't grumble, don't bluster, don't dream, and don't shirk; Don't think of your worries, but think of your work. The worries will vanish, the work will be done; No man sees his shadow who faces the sun." — *Ex.*

— In addition to Prin. C. E. Bryant. T. N. Burroughs, mathematics, and Miss Adah M. Freeman, history

and French, are the new teachers in Coshocton high school.

— Miss Katherine Bowlby of Logan, Miss Margaret Stewart of Sandusky, and Miss Elma G. Martin are new teachers in the high school at East Liverpool.

— A school teacher one day, during the hour for drawing, suggested to her pupils that each draw what he or she would like to be when grown up.

At the end of the lesson one little girl showed an empty slate.

"Why," said the teacher, "isn't there anything you would like to be when you grow up?"

"Yes," said the little girl, "I would like to be married, but I don't know how to draw it." — *Life.*

— J. S. Agler of Eldorado has been elected science teacher in the Mansfield high school to take the place of C. D. Carpenter who goes to Newark.

— Prin. C. H. Winans of the Shelby high school has been elected to a like position in Marion and all who know him are aware that he is one of the very best.

— "To-morrow," announced five-year-old Sidney proudly to his kindergarten teacher, "is my birfday."

"Why," returned she, "it is mine, too."

The boy's face clouded with perplexity, and, after a brief silence, he exclaimed: "How did you get so much bigger'n me?" — *Lippincott's.*

— Miss Blanche Beattie, a graduate of Denison University, after a year abroad, has accepted a position as teacher of mathematics and German in Norwalk high school.

— School matters are in good shape at Lisbon and Supt. W. O.

Lambert and the teachers are happy. The new high school principal is R. C. Schroth Jr. The high school opened with 123. The enrollment has doubled in five years. A new course of study was adopted August 19, which furnishes the young people abundant opportunities for work.

#### HIGH SCHOOL TEACHER'S OPPORTUNITY.

Many English teachers will be glad to learn that they can get a Classic for ten cents that is well bound, carefully edited, has excellent notes, and texts that are accurate and authentic. Over 100 different Classics to select from, including the College requirements. Let us send you a complete list. The Educational Publishing Co., Columbus, O., Depot, O.

— R. L. Ervin of Wellston former principal of the Defiance high school who received his degree at Yale in June has been elected to the superintendency at Steubenville and J. Vernon Cox of Mt. Pleasant elected principal of the high school.

— Clark county institute was one of the most profitable ever held. Instructors: Van Cleve, Faust, and Miss Wyant. The event of the closing day was the refusal of president J. R. Clarke to accept the gavel for another year. The teachers complimented him with the following resolution. "Be it resolved, that on account of many years of faithful service as an official of our association, that our retiring president, Supt. J. R. Clarke, be and is hereby tendered our sincere thanks for the efficient direction of the details of this and other institutes and that he carry with him always our zealous commendation as a teacher, a superintendent and a man."

— Prin. Lee A. Dollinger, Sidney, Ohio; My dear Sir: Knowing that you enjoy good books, let me suggest the reading of "The Cruise of the Shining Light" and "Fraulein Schmidt and Mr. Anstruther."

— Supt. L. J. Bennett of Covington is the new county examiner in Miami county and his fitness for the place is conceded by all.

— H. F. Vallance, formerly principal of the high school at Plain City, will complete his course in Ohio State University next June and then resume school work. Better speak early if you are looking for a good man.

— R. H. Nichols of Hanover has been appointed to membership on the board of county examiners in Licking county and the selection is a good one.

— Supt. W. A. McCurdy of the Keene High School completes a very successful term as School Examiner in Coshocton County. Supt. E. J. Fry of Mohawk succeeds Mr. McCurdy as a member of the Examining Board.

— The Coshocton schools opened September 9 with an enrollment of 1500 under the supervision of Supt. H. S. Piatt. The various departments are well organized and the prospects for a most successful school year have never been brighter than this year.

— There are twenty-four books, three for each of the eight grades, in the pupils' reading course and the entire set may be had for \$12.00. There is not a school in Ohio that can not raise this amount if only the teacher is willing to do some work in the way of arousing an interest. Write W. E. Kershner, Business Manager, O. S. U., Columbus, O.

— Prof. Edwin Lee, of Mt Union, has been called to the chair of chemistry in Allegheny College, Meadville, Pa., and he is admirably fitted for the work.

— In Chapter V of Keith's Elementary Education, "To develop this self-activity, the child should be incited to effort by suggestion and question." The crux of the whole matter lies in the words *incited to effort*, and there is where the emphasis belongs.

— Supt. Stanley Lawrence, of Ashville, in the new manual recently issued, among other good things says: The one object of supreme importance in the schools is the child. First, to develop him as an individual and to inspire him to use his powers to initiate and achieve some definite, ennobling purpose and fit him to meet and solve the problems of his daily life; second, "to train him for social and institutional life and cause him to realize his responsibility as a good citizen."

— The high school at Delaware opened with an enrollment of 359, which is exactly the same as the total enrollment of last year. The new teacher is George R. Kingham, who was the honor man in Greek at Ohio Wesleyan in June. Miss Ilo Mustard of Paulding is the new supervisor of music.

— Dr. C. W. Bennett, of Piqua, has been elected superintendent of instruction of the schools of the Methodist Episcopal church, working under the Board of Education of that great body. During the present school year he will spend the greater part of his time in the South inspecting the various schools and colleges and making such changes as will produce greater efficiency in their work. The position came to him unsought

and he was selected because of his well-known fitness and his very successful experience. His many friends will all rejoice in the honor thus conferred upon him and will follow him into his new field with their hearty good wishes and congratulations.

— Charles Kingsley says: "Thank God every morning you have something to do which must be done whether you like it or not. Being forced to work and forced to do your best will develop in you temperance, self-control, diligence, strength of will, contentment and a hundred other virtues of which the idle never have any conception."

— Many Ohio teachers became interested in "The Song of Our Syrian Guest" the past institute season. It is a beautiful interpretation of the Twenty-third Psalm and can be had in paper at 35 cents of A. H. Smythe, Neil House block, Columbus, O.

— Emerson says: "Life is a series of surprises. We do not guess to-day the mood, the pleasure, the power of tomorrow, when we are building up our being. People wish to be settled; only as far as they are unsettled is there any hope for them."

— The school-boy in the most polite manner asked his mother to take off her glasses while she packed his lunch after hearing her say that they magnified.

— No school man in Ohio stands more definitely and determinedly for the best things than Supt. Arthur Powell, of Middletown. As a member of the State Board of School Examiners for the past five years he has won the respect and gratitude of all fair-minded people by the position he has maintained in all questions coming before the board. As superintendent of the Middletown



schools his untiring labors are bringing the natural results in an organization which is working harmoniously, and in a large increased attendance in the high school which will soon be housed in a fine new high school building.

—Supt. Stanley Lawrence is both doing things and getting them done at Ashville. The recently published school manual shows most careful preparation. The high school is of the first grade and on the list of recognized schools of the Ohio State University.

IN INDIANA.

I had it right beyond a doubt  
When I arrived in Terra Hout.

But soon I met a gay galoot  
Who said the town was Terra Hoot.

I might have had plain sailing, but  
Another dubbed it Terra Hut.

Still others called about my vote  
And welcomed me to Terra Hote.

And then I gave it up, you know,  
And moved away to Kokomo.

—*Washington Herald.*

—In New Philadelphia high school Lorin Stuckey is the new teacher of history and J. F. Reynolds of science.

—E. F. Eminger, a graduate of Oberlin, is the teacher of science in the Ravenna high school.

—Miss Edna G. Moore has accepted a position in the high school at Martins Ferry.

—The professor of English in one of our western colleges was noted for being very absent-minded. It was his custom to call the roll each morning before the lecture. One

morning, after calling a name to which there was no response, he looked up and, peering over his spectacles, he asked sharply:

"Who is the absent boy in the vacant chair I see before me?"—*Lippincott's.*

—Hon. H. R. Pattengill will be at the head of the Michigan contingent in the tour of Europe next summer which the Bureau of University Travel is arranging and in which the MONTHLY party will be conspicuous, and he will prove a great addition to the party. He knows all the good stories and will enliven the occasion and make *mal de mere* impossible. Then in August down on the Mediterranean along about Gibraltar we can have a session of the institute and he will lecture to us on the subject of Geography. Fine!

—Dean H. C. Minnich of Oxford has been elected one of the delegates to the M. E. Conference to be held in Baltimore in May, 1908. The other delegate from the Cincinnati Conference is Senator Hypes.

—Supt. F. S. Beard of Genoa has persuaded his Board of Education to place another teacher in the high school, so that he may soon be able to work it up to a First Grade high school.

—In a recent letter from Dr. Samuel Findley attention is called to The Chalker High School, recently dedicated at Southington, Trumbull County, Ohio, as "the most beautiful of its kind I have ever seen."

Briefly stated its history is as follows: In 1903, centralization of schools and the bonding of the township for the erection of necessary buildings were both overwhelmingly defeated by a vote of the citizens. In September, 1905, Hon. Newton Chalker, a bachelor lawyer of Ak-

ron, who is a native of Southington, made a proposition in writing to the Board of Education and the people of his boyhood home town, that if they would vote to centralize their schools and would erect a building for the primary grades, he would erect a modern high school building at his own expense. This generous offer so influenced the voters of the township that centralization carried by a very large majority at an election held in October, 1905.

As a result, a well-equipped building for the elementary schools, costing \$7,000, is now filled with happy children who have the inspiration of a beautiful high school home as a strong incentive to work their way to its entrance. This high school building, which, under the agreement of the donor, was to have cost \$10,000, was completed at a cost of nearly \$25,000. This beautiful building, lighted, heated and ventilated by the most approved methods, contains a high school room which will accommodate 50 pupils, an auditorium which will seat 350 people, a library which will accommodate several thousand volumes, and an office for meetings of the Board of Education—certainly an enduring monument to the generous donor.

—The final session of the European Summer School was held on board the S. S. "Romanic," and the literary program was a veritable feast of good things. The speakers were: President J. W. Crabtree of the State Normal College, Peru, Neb.; Mrs. M. D. Bradfor, Training School, Wenominee, Wisconsin, and President Charles McKenny, State Normal School, Milwaukee. Miss Sullivan and Miss McFaden gave solos and Prof. O. P. Fairchild, of Alfred University, presided.

—Ewart Pugh, principal of the Jerusalem school, has been appointed school examiner in Monroe Co. Mr. Pugh is a teacher of nearly twenty years' experience, and is thoroughly qualified for the position.

—The Woodsfield public schools opened this year with the largest attendance in the history of the school. The enrollment in the high school is eighty, in the grades 422.

—The *Educator-Journal* speaks the sentiments of all Ohio teachers in the following:

"President W. O. Thompson, of Ohio State University, would have been the unanimous choice had it not been felt that the N. E. A. should speak out boldly in its appreciation of the splendid things that Cooley has done in Chicago. Thompson is the man to whom all will gladly turn in 1908. In doing this the N. E. A. will honor itself."

—The Erie County institute adopted the following resolutions which will interest teachers all over Ohio:

That as teachers and superintendents we shall be leaders of educational thought in our community, that we shall unite our efforts to establish an organized course of study in every township of the county, to insist upon the enforcement of the law relative to teachers' salaries, pay for institute attendance and for janitor service.

That this institute appeals to the General Assembly of Ohio that in its next session, laws be enacted making supervision of schools mandatory throughout the state and that the manufacture and sale of the cigarette be forbidden in our commonwealth of Ohio.

—The Ottawa County Teachers' Association held its annual meeting

at Oak Harbor, the last week in August. It proved to be one of the most successful and interesting meetings ever held in the county. Prof. Warren Darst of Oxford and Prof. C. L. Martzloff were the instructors. The attendance was unusually good. The following officers were elected for the ensuing year: President, Supt. H. H. Hoffman, Oak Harbor; Secretary, Geo. F. Aschbacher, Oak Harbor; Executive Com., Supts. C. C. Underwood, Port Clinton and S. F. Beard, of Genoa. Supt. B. W. Strohl was elected county secretary of the Teachers' Improvement Federation and Mrs. Sarah R. Gill, county secretary of O. R. T. C.

— Supt. P. C. Zemer of Napoleon has been appointed a member of the board of examiners in Henry County to succeed Supt. W. M. Schumacher of Deshler whose term has expired.

— Everything that Bobby learned at school he endeavored to apply in his daily life and walk. When his mother asked him if one of his new friends was an only child, Bobby looked wise and triumphant.

"He's got just one sister," said Bobby. "He tried to catch me when he told me he had two half-sisters, but I guess I know enough fractions for that!"—*Life*.

— Miss Mary M. Hauptert, daughter of Supt. Charles Hauptert of Wapakoneta has been elected to a position in the Lisbon high school.

— Greene County elected officers as follows: President, R. O. Wead, Yellow Springs; Secretary, Dora Siegler, Cedarville; Executive Com., Chester Devoe, Jamestown, E. B. Cox, Xenia, D. H. Barnes, Osborne.

— "Well, Johnny, what did you learn about today?"

"All about the mouse."

"That's good. Now, then, suppose you spell mouse for me."

"I—I—I don't believe it was mouse after all. It must have been rat."

— Preble County elected the following: President, Charles Hoffman; Vice President, O. P. Kimmel; Secretary, Katherine Conrad; Ex. Com., L. D. Brouse, M. M. Leiter, C. R. Coblentz; O. T. R. C. Secretary, M. M. Leiter. Dr. Fess and Dr. Major aroused the two hundred teachers to enthusiasm.

— Lawrence County has the following officers: President, W. W. Sprouse, Proctorville; Secretary, Sara Ross, Ironton; Ex. Com., R. G. Russell, Ironton, V. F. Dillon, Proctorville, Luella Stewart, Ironton.

— Prin. R. G. Russell of Ironton has recently published a "Guide to Arithmetic" which, as its name implies, is designed to help over the hard places. It contains much that will help every teacher in his study of the subject and give him many valuable suggestions in his teaching.

— C. C. Underwood, of Gambier, has been elected to succeed Supt. C. S. Wheaton, of Port Clinton. Mr. Wheaton has taken possession of a fine peach farm near that city.

— S. F. Beard, of Bluffton, has taken charge of the schools, at Genoa, Ottawa County.

— Prin. J. F. Paxton of Lowell is now principal at Groveport, Prin. M. C. Warren having been promoted to the superintendency at the election of Supt. Sealock to the principalship at Circleville.

— "Gracious, Mary!" exclaimed the teacher, coming into the classroom during the noon recess, "why

are you shouting so terribly? Why can't you be quiet like Annie and Katie?"

"They've got to be quiet, 'cause we're playing school," answered Mary. "They're the kids and I'm you."

— Hon. U. S. Brandt has secured a year's leave of absence from East High School, Columbus, because of the meeting of the legislature this year.

#### A RECIPE FOR SANITY.

Are you worsted in a fight?

Laugh it off.

Are you cheated of your right?

Laugh it off.

Don't make tragedy of trifles,

Don't shoot butterflies with rifles —

Laugh it off.

Does your work get into kinks?

Laugh it off.

Are you near all sorts of brinks?

Laugh it off.

If it's sanity you're after,

There's no recipe like laughter —

Laugh it off.

— *Henry Rutherford Elliott in The Century.*

— Supt. C. J. Foster begins his work at New Comerstown under very favorable auspices, and there can be no doubt of his success. The enrollment is about 700 with 94 in the high school.

#### RHYME OF THE PRESIDENTS.

By Supt. J. A. Shawan, Columbus.

First stands the lofty Washington,  
That noble, great immortal one.  
The elder Adams next we see,  
And Jefferson makes number three.  
Then Madison is four, you know  
The fifth one on the list, Monroe.  
The sixth and Adams comes again,  
With Jackson seventh in the train.  
Van Buren, eighth, falls into line

And Harrison makes number nine.

The tenth is Tyler in his turn,

And Polk, eleventh, so we learn.

The twelfth is Taylor in rotation,

Filmore, thirteenth, in succession.

Fourteenth Pierce has been selected.

Buchanan, fifteenth, is elected.

As sixteenth Lincoln rules the nation,

And Johnson, seventeenth, fills his station.

The eighteenth then is Grant, you know,

And nineteenth, Hayes from Ohio.

Then comes another Buckeye son,

Garfield, the loyed and martyred one,

Whose term was filled by Arthur through,

When Cleveland comes as twenty-two.

Then Harrison as twenty-third,

When Cleveland once again is heard.

As twenty-fifth, McKinley great,

Who, too, has shared the martyr's fate

And, though the deepest grief is felt,

We hail the gallant Roosevelt.

— The principal of a high school tells the following anecdote: One day I gave a bright boy a problem in algebra, and though the problem was comparatively easy, he couldn't do it. I remarked, "you ought to be ashamed of yourself. At your age George Washington was a surveyor." The boy looked me straight in the eye and replied, "Yes, sir; and at your age he was president of the United States."—*Selected.*

— Prin. E. A. Seibert of Fremont has accepted a more lucrative position in Steele High School, Dayton.

— Wanted — Solicitors for educational work. State age, qualifications, remuneration expected. Address W. K. A., care of Ohio Educational Monthly, 57 East Main St., Columbus, Ohio.

— The Teachers' Club of Middletown has an excellent program for the year and there can be no doubt that the meetings each month will be inspiring. The officers are: President, F. B. Milhoan; Vice President, Harry Swink; Secretary, Miss Ethel Sutphin; Ex. Com., Miss Elsie E. Ingalls, Miss Aurelia M. Dillman, Miss Lydia R. Sheafor.

— Hon. Lewis B. Houck of Mt. Vernon after reading every word in the September MONTHLY including the advertisements wrote us a letter of commendation and encouragement which really ought to be preserved in type, but the editors are modest folk and are not much given to exploiting themselves. Hence we forbear to print this letter. The last sentence of the letter, however, must be printed. It says "Some people want to throw bricks, but I believe in sunshine." We are always grateful for such kindly expressions from people who, like the Honorable and Glorious Lewis B., know what is meritorious.

— Supt. J. C. Timberman of Oak Hill goes to Chester, W. Va. at a good increase in salary. Prin. W. N. Davis takes his place as superintendent.

— A teacher in a North Carolina school recently asked the pupils of the seventh grade to sketch the events surrounding Julius Cæsar's death. A boy in the class wrote as follows:

"Cæsar was killed by the ides of March. Somebody told him he had better watch out for the ides, but he said he wasn't afraid of them. One morning when he was going along the street a man said to him, the ides are here. And Cæsar said, but they ain't all here. Then he went in the Senate House, and the ides were over

in one corner. Directly one of them ran up and stuck his dagger in Cæsar's back, and then all the other ides stuck their daggers in him, and he fell over and died."

— Miss Jessie A. Caughey of the English department in Toledo Central High School visited Europe during vacation with the Bureau of University Travel party and in a personal letter speaks of this as "the very best way of seeing Europe that I know. One certainly gets value received for everything one puts into it in a financial way, and gets out of it educationally as much as he is capable of getting. I cannot speak too highly of the lectures delivered on the field and the high standard of the leaders. My trip was in every way satisfactory and I am wild to go again."

— Supt. J. L. Steiner enters upon his new work at Rawson with his usual enthusiasm. The board has supplied the high school laboratory with apparatus. After his election, Supt. Steiner was offered another position at a larger salary but would not violate his contract.

— Oak Hill has an enrollment of 316, with twenty per cent in the high school. The school is first grade. Miss Edith Ward is principal and Miss Minnie E. Smith, assistant.

— Miss Margaret Wallace, of Wooster University, is principal of the high school at Chester, W. Va., and Miss Elizabeth McDole, of Ohio Wesleyan, first assistant.

—"If I had but two loaves of bread,"  
Mohamet said,

"I would sell one, that I might  
buy  
Sweet hyacinths to satisfy  
My hungry soul."

— Here is a list of a few of the teachers who have new positions in various parts of Ohio: Miss Louise Forsyth, Buchtel College, Akron; Prof. T. A. Martin, Mt. Union College, Alliance; Miss Alice C. Snyder, Mt. Union College; Miss Blanche G. Cole, Miss Dorothea Seager, Miss Edna Forrey and C. E. Patterson, Ashtabula; Dr. P. A. Classen, Ohio University; A. A. Johnson, W. F. Copeland, Ohio University; A. G. Yawberg, Glenn Y. Warner, Earl F. Schumann, and Louis H. Limper, Berea; H. G. Finley, Bridgeport; Miss Mary E. Merriam, Cambridge; Miss Edith Morris, Cedarville College; Leroy Patton, Miss Mary Lord, Clyde; James W. Surhart, Elyria; Prin. H. M. Löwe, Miss Rea McCain, Miss Ethel Fisher, Fremont; Miss Florence R. Wagner, Granville; C. J. Winter, Hiram College; W. G. Kryder, Lorain; Heber Blankenhorn, Anna E. Miller, Mansfield; Prof. A. M. Banta, Marietta College; Ralph E. Hall, Massillon; Miss Harriet Messenger, Newark; Geo. A. Dunlap, R. E. Henderson, Franklin College; M. R. McElroy, Norwood; Miss Gertrude Harris, Oberlin; Dr. E. S. Todd, Miami University; Miss Elizabeth L. Bishop and Miss Isabel Graves, Western College for Women, Oxford; R. F. Eminger, Ravenna; J. O. Grisso, Springfield; Miss Priscilla Griffith and Silvio Salicrup, Wittenberg College; Prof. S. S. Myers, Tiffin; Miss Anna Schultze, Uhrichsville; Miss Helen E. Sweet, Warren; Prof. H. K. Powell, West Lafayette College; D. A. Morrow, Frank S. Bonham, C. A. Gorgas, Wooster; Miss Helen Baughmiller, Rayen High School, Youngstown.

— Prin. Louis S. Hopkins of the Massillon high school has resigned

to accept a position as teacher of chemistry in Central High School, Pittsburg. The position came to him unsought which shows that his excellent qualities as a school man had been discovered by people beyond the state line. The new position pays \$1,600 and all his many friends will rejoice in this recognition.

— Prin. F. K. Stafford has been promoted to the superintendency at Payne to fill the position left vacant by the death of Supt. Sellars.

— Supt. James H. Fortney takes hold of his new work at St. Paris with a master hand and the people have already discovered in him a man of clear and definite notions on school affairs with grace and grit to make them a reality.

— Supt. C. L. Cronebaugh of Massillon has his face to the East all the while and is making a noble record for efficiency in the schools over which he presides.

— Supt. Wm. A. Sellars of Payne passed away September 13 and left a great void in that community. The last time we saw him he was joyous in the anticipation of his trip through the West and a visit with his son. He was a good man, with a heart big enough for all humanity. His work was always well done because his heart was in it. To the many sorrowing friends the record of his life will be some solace in this time of trial and bereavement.

— The elegant new high school building at Collinwood was dedicated September 6 with very interesting exercises and Supt. Whitney, Prin. Rulon and the teachers find the world bright and good. Supt. H. A. Redfield of Nottingham, Supt. W. H. Kirk of East Cleveland, S. P.

Orth, member of the Cleveland Board of Education, and Commissioner E. A. Jones, all made ringing addresses and made all the school patrons glad to be present. Supt. Frank P. Whitney was master of ceremonies and acquitted himself in his usual graceful and masterful way. The architects presented the school a fine flag which was accepted in an eloquent speech by President Philip Graf, of the Board of Educa-

and the policy of the board has been so liberal and progressive that the corps of teachers can not be surpassed. Prin. F. C. Rulon of the high school is one of the best and was recently appointed a member of the board of examiners in Cuyahoga County. When Collinwood is annexed to Cleveland the average will not be lowered in the least, and this new building has rendered this delightful suburb more conspicuous



HIGH SCHOOL BUILDING, COLLINWOOD.

tion. The building cost \$90,000, has 15 class rooms, two laboratories well equipped, a gymnasium, an auditorium seating 800, club rooms, library, office, rest room, and a manual training room. The play-ground about the building contains about three acres.

During the administration of Superintendent Whitney the past six years the schools have doubled and now require thirty-three teachers,

than ever. Our hearty congratulations are extended to the teachers and to the patrons upon their educational achievements and especially upon the possession of such a fine new building.

— Mrs. Frances G. Richards of O. S. N. C., Oxford, delivered a series of addresses at the Hamilton County institute in Cincinnati which were a pleasure and profit to all who were so fortunate as to be in attend-

ance. She also lectured before the Maysville, Ky. association the first week in September and was treated with true Kentucky hospitality.

— Miss Anna Logan spent the month of August in addressing various educational associations in the State. Since her return from her European trip she has entered into her work with renewed enthusiasm, and the large classes in the Normal College at Oxford will be inspired by her zeal and personality.

— Miss Elizabeth Montgomery of Cincinnati has charge of the department of Public School Music at O. S. N. C. Oxford. Being a graduate of the College of Music she brings to her work the advantages of study under some of our most noted musicians.

— Miss Mamie Bradley of Oxford has charge of the music and drawing in Georgetown, Ohio. This department was inaugurated this year.

— Every right-minded teacher wishes the greatest possible success to Supt. Ervin in his new work at Steubenville and every one will rejoice at his every achievement. We have great faith in the good sense of the people in that flourishing city and believe they will insist upon it that their children shall have as good opportunities for education as the children in other localities. They have good school buildings and these should be made to pay the largest possible dividends in terms of scholarship and high standards of living, and no amount or sort of sophistry can obscure the fact that this is exactly what the people will demand. The children must not be made to suffer because of prejudice or personal bias on the part of any one, be he Board member, teacher,

or parent. The people will see to it that disturbing elements are eliminated.

— The teachers in Oxford Township, Butler Co., are now receiving the maximum salary of \$55.

— The model rural schools in connection with O. S. N. C. at Oxford have opened with increased facilities for work adapted to their district. Mr. Creecraft is directing special attention to the problem of school geography and has introduced manual training with marked success in his district.

— Prof. George Hoke has returned to Miami University after a year spent in European study.

— At the first meeting this year, of the Central Ohio Schoolmasters' Club, Dr. Frank P. Graves, Professor of the History and Principles of Education of Teachers' College, Ohio State University, will read a paper on the subject, "President Eliot's Contribution to Education."

— For some months we have carried a full page advertisement of the Ohio Teachers' Reading Circle, giving titles of books, prices, how to get them and so forth — and so forth — and yet there are teachers who do not yet know the prices, who "having eyes see not."

— The *Review of Reviews* for September contains an excellent article on high school fraternities and sororities. The MONTHLY for September also contains an article on the same subject and both these are worthy a second reading.

— Miss Irma Fenton has returned to Oxford and has the first grade in the schools there. She graduated two years ago from O. S. N. C., Oxford, and was most successful in her



work in the school at Troy, Ohio. Miss Esther O'Byrne, a recent Oxford graduate, was immediately elected to fill Miss Fenton's position.

—Miss Mabel Davidson, who has been teaching in Dayton, has accepted a position in the Oxford public schools and is winning many friends in her new location.

—The description of the forest seer in selection two, in "Woodnotes," on page 66 of "Chief American Poets," should be read to the boys and girls of every school if the teacher wishes to open their eyes to what may be done by one who is deeply interested. The reading of this selection will cause them to see many things on the way home from school that escaped their notice in the morning.

—J. D. Harlor, manager of the Ohio Teachers' Bureau, Columbus, informs us that he could have secured positions for many more teachers if only he could have found the teachers. Practically, every teacher enrolled is now in a good place, and this shows that the demand for teachers is greater than ever before.

—Miami University opened with the largest attendance in its history — over 400 students were enrolled the opening day. Interesting services were conducted in Bishop Chapel, where an inspiring address was delivered by Senator Haffner upon the "Obligations of American Citizenship."

—The Butler Co. Association will meet at Hamilton the fourth Saturday in October. Prof. A. B. Graham, of Columbus, will deliver an address, with discussions led by superintendents in that county.

—Supt. C. S. Bunger has already ordered pupils' books for Harrison

township, Preble Co., to the amount of about seventy dollars. Now, that's the way to get things done.

—Business Manager W. E. Kershner sold Reading Circle books last year to the amount of \$23,590.48, giving credit whenever asked and lost only one dollar. Evidently, the teachers of Ohio pay their bills.

—Until December 1st *Ohio History Sketches* (\$1.00) and the OHIO EDUCATIONAL MONTHLY will be sent for one dollar and sixty cents in cash. To all who are already subscribers to the MONTHLY their subscription will be advanced one year beyond the time for which it is now paid. No one who takes pride in the Buckeye State should fail to own a copy of *Ohio History Sketches*.

—Supt. F. P. Timmons was re-elected at Batavia last spring for three years with an increase of salary. The schools there opened September 2 with an enrollment in the High School showing an increase over the total enrollment of last year. The way in which Mr. Timmons' first year work in the county was appreciated was shown at the county institute in August, when he was chosen president for the ensuing year.

—The School for the Blind at Columbus opened Sept. 25 and the children in large numbers returned from their homes all over Ohio to resume their school duties. Supt. Van Cleve had been on the ground some weeks in advance to acquaint himself with the nature of the work and every one who knows the man knows full well that he gives the work far more than a superficial observation. He knows the school problem and knows how to apply his pedagogy to the teaching of the children under his care. A year hence

he will have a message for the institutes that will have a depth of meaning, for he will have experience that will make his message a vital one to every teacher in Ohio. Just as the training of Helen Kellar has interested the whole world, so will Supt. Van Cleve's experience make him conspicuous among teachers.

— Harvard University led in attendance last year with an enrollment of 5,343. Valparaiso, founded in 1873, comes second with 5,141 to her credit.

— O. E. D. Barron, for ten years clerk of the Columbus Board of Education, is now president of Ohio Business University, located in Columbus, which opened in September with a good enrollment. President Barron is an expert accountant and, withal, a high-grade gentleman in every way.

— The following teachers resigned from the schools of the O. S. & S. O. Home, Xenia: Miss Rae Berlet, penmanship and drawing; Miss Ada Steele, physical culture and reading; Miss Helen Little, cooking; Miss Charlotte Cartmell, stenography and typewriting; Miss Alice Oren, eighth grade; Miss Gertrude Rupel, seventh grade. The following teachers were elected Sept. 21 to fill their places: Miss Esther Bonner, Greenfield, O., penmanship and drawing; Miss Agnes J. Pyle, McConnelville, O., physical culture and reading; Miss Pearl Zell, Xenia, O., cooking; Miss Irene McCarthy, Franklin, O., stenography and typewriting; Miss Alberta Ryder, Cincinnati, O., eighth grade; Miss Bertha Nelson, Columbus, O. Miss Margaret Hess, one of the pupils of the Home, was appointed substitute.

— The following teachers have paid the membership fee of one dol-

lar for 1908 in the Ohio Teachers' Association. These are in addition to any who have paid to Mr. Painter:

*Clark County —*

J. R. Clark, Enon; Mrs. Florence Stafford, New Carlisle; Alfred Ross, New Carlisle; Ella Gilbert, New Carlisle; Carrie Fissell, New Carlisle; W. H. Lewis, South Charleston; H. V. Paxton, South Charleston; D. I. McDowell, New Moorefield; W. G. Warner, Springfield; Edward Brantner, Selma.

*Greene County —*

H. C. Altman, Clifton.

*Champaign County —*

J. Omer Hedges, Mechanicsburg.

*Miami County —*

Olive Chamberlin, Troy.

*Stark County —*

W. C. Faust, Canton.

*Coshocton County —*

George W. Garrison, Walhonding.

The Treasurer, J. K. Baxter, Canton, O., will send membership cards to all these, and others who send the dollar, as soon as the 1908 cards are ready for distribution.

The fee can be sent any time and due credit will be given.

We ought to have five hundred advance memberships before the holidays.

— Supt. Guy M. Bingham, of Newton Falls, rejoices in the general prosperity of the schools. The high school is full, laboratory equipment is good, the organization of a Parents' and Teachers' club has brought school and home into closer fellowship, and the prospect is bright for a good year's work. Supt. Bingham has been teaching in the Mt. Union College summer school for two years. Miss Elsie Roberts is principal of the high school and is a success.

— The Jefferson County institute elected the following officers: President, Prin. H. M. Carpenter, Mingo; Vice-President, C. W. Kime, Steubenville; Secretary, Miss Bughagen, Steubenville; Ex. Com., W. W. Partmenter, Steubenville, W. I. Everson, Brilliant.

— Prof. W. W. Boyd, 56 North Monroe Ave., Columbus, O., has a good proposition for a European tour during the summer of 1908 for all persons who register before October 15. Write him at once.

— Five hundred and twenty teachers were in daily attendance at the Stark County institute and enthusiasm and good fellowship were in evidence. Following are the officers for 1908: Miss Martha Mong, President; Miss Mary E. Messner, First Vice-President; Miss Madge Yontz, Second Vice-President; Miss Ida R. Buck, Secretary; Miss Wilda Pontius, Mem. Ex. Com.

— Prof. W. H. Hartsough, who always does the stenographic work for the MONTHLY at the Put-in-Bay meeting, is the teacher of shorthand and typewriting in Ohio Business University and there are thousands of teachers in Ohio who know him and who will wish him great success in this new field.

#### THE CRITTER-PATHS

What joy to tread the critter-paths  
That wind around the corn,  
To walk the narrow grassy lanes  
The cattle took at dawn,  
To trace within the forest road  
The tracks the rabbits made,  
To find a tiny partridge trail  
Half hidden in the shade;  
To follow, follow after them  
Throughout the long sweet day,  
To lose yourself awhile upon  
Each labyrinthine way,

To let your spirit dance along  
Where yellow leaves are whirled,  
To drink the color carnival  
Of all the autumn world;  
And then to take at evening tide,  
Within the deep'ning gloam,  
The pretty little hidden path  
That leads you safely home.

— *Cornelia Channing Ward in October Lippincott's.*

— The schools of Pleasantville have the following corps of teachers this year: Supt. B. T. Jenkins, Prin. E. L. Porter, Miss Eva Puller, Miss Maud Hamilton, Miss Anna Miller, Miss Stella Baker.

— Confucius once said: "It is only the supremely wise or the deeply ignorant who never alter."

— "It is always the same: *Work on!* Seek not to know too much, nor think that what you do is of vast value. Work, because it is yours to be adjusting the machinery in your own little workshops of life to the wide mechanism of the universe and time. One wheel set right, one flying belt adjusted, and there is a step forward to the final harmony."

#### THE SPIRIT OF THE GAME.

There's a breathless hush in the  
Close tonight —  
Ten to make and the match to  
win —  
A bumping pitch and a blinding  
light,  
An hour to play and the last man  
in.  
And it is not for the sake of a rib-  
boned coat  
Or the selfish hope of a season's  
fame,  
But his Captain's hand on his shoul-  
der smote —  
"Play up! play up! and play the  
game!"

The sand of the desert is sodden  
red,—

Red with the wreck of the square  
that broke; —

The Gatling's jammed and the Col-  
onel dead,

And the regiment blind with dust  
and smoke.

The river of death has brimmed his  
banks,

And England's far and Honor a  
name,

But the voice of a schoolboy rallies  
the ranks: .

"Play up! play up! and play the  
game!"

This is the word that year by year,  
While in her place the School is  
set,

Everyone of her sons must hear,  
And none that hears it dare forget,  
This they all with a joyful mind

Bear through life like a torch in  
flame,

And falling fling to the host behind—  
"Play up! play up! and play the  
game!"

—*Henry Newbolt.*

—Supt. E. L. Mendenhall, of the  
"Home" school, Xenia, in casting  
about for new teachers asked the  
following pertinent questions: (1)  
Has she good character? (2) Has  
she good health? (3) Is she a good  
disciplinarian? (4) Is she loyal to  
her superintendent and board? 5)  
Do the pupils like her? (6) Is she  
industrious? (7) Is she ambitious  
to get a higher education? (8) Has  
she any personal qualities that would  
make her non persona grata to a body  
of teachers? (9) Does she keep up  
with Current Events? (10) If you  
were superintendent in my place,  
would you employ her as a teacher?

—R. W. Kittrell, the genial agent  
of the American Book Co., is now lo-  
cated in a fine suite of rooms at the

corner of High and Town streets,  
Columbus, and is ready to accord the  
"glad hand" to his many friends.

—Miss Esculene, daughter of  
Mr. and Mrs. J. H. Rowland, will  
be married to Dr. Wright C. Wil-  
liams at Broad St. Presbyterian  
church, Columbus, on the evening of  
October 9.

—One writer says it thus: "Some  
natures are like certain kinds of  
quartz. They are so tenacious of  
what they possess, so repellent of  
everything that is different from  
themselves, and so reluctant to  
change their form, that it takes a  
shock like a dynamite blast to force  
them out of the aging rut of the ha-  
bitual."

—Says a German teacher: "We  
do not think one quite fit to teach  
in our German schools unless he is  
so solidly prepared and so far beyond  
his pupils as to be perfectly secure.  
If he has to show off his class — or  
to struggle with his subject in order  
to keep just ahead of those he  
teaches, the best result cannot possi-  
bly be reached."

—Henderson, in "Education and  
the Larger Life," says: "It is very  
easy to be dull. It is very easy to  
give your second-best, to be less ex-  
cellent than you might have been. It  
is very easy to decline accomplish-  
ments which require hard work, to  
decline a health and beauty which  
ask the price of sturdy living, to  
decline human service which involves  
an overflowing measure of love and  
skill. It is very easy to call laziness  
patience; to call meanness prudence;  
to call cowardice caution; to call the  
common-place the practical and mere  
inertia conservatism."

—The Central Ohio Association  
will meet in the fine new Memorial

Hall, Columbus, November 8 and 9. The visiting teachers will inspect the schools of Columbus on Friday and the first session will be held Friday evening. Either William Jennings Bryan or Governor Hughes of New York will deliver the annual address. On Saturday Dr. Paul Hanus of Harvard will speak on Industrial Education and will explain the work of the Continuation Schools. It is hoped that Prof. Keith, author of "Elementary Education" will be present to give an address. The program will furnish one of the **greatest** educational feasts ever given to Ohio teachers. Memorial Hall will accommodate six thousand people, and it will undoubtedly be filled.

— Ginn & Co., Columbus, have just published two books that the primary teachers will heartily welcome for they are beauties. These are "The Child's Book of Rhymes and Stories," price 40 cents, and "The Child's Word-Garden" which is designed to precede the first readers.

— Houghton, Mifflin & Co., Boston, have just issued as an addition to their Riverside Literature Series a neat volume of the selected Essays of Emerson containing ten of the best essays with a sketch of the author and copious notes on the text. The volume will be sent postpaid for 40 cents.

— Ginn & Co. have just published a Fourth Reader by Wade and Sylvester in their series of Language Readers.

— Prin. Wm. B. Guitteau of Central High School, Toledo, and Miss Ida Emelyn LeClerc will be married at the home of the bride in St. Ignace, Mich., October 5.

# O. T. R. C.—EMERSON.

By J. J. Burns.

The MONTHLY has already published a "Suggestive Plan" which marks the portion of the Literature to be studied, and has mentioned two of Emerson's poems good for memorizing. To these I would add The Rhodora; lines 9-24 of The Problem; and Forbearance, forty lines in all, good things to have in mental stock; they fit in so many places. Then there are many single lines or couplets that will stay, if love and memory grip them:

1. Go where he will, the wise man  
is at home  
His hearth the earth, — his hall  
the azure dome.
2. Caesar of his leafy Rome,  
There the poet is at home.
3. Through mountains bored by re-  
-tal art  
Toil whistles as he drives his  
cart.

The book, besides the sketch of the poet, has a number of very excellent footnotes.

It is apparent from the foregoing that a puzzle presents itself to the present writer, who was asked to do something to help the Circle readers of Emerson. What is there to do? An essay would be absurd. Some running comments and questions, after a personal note, may interest and thus benefit sundry readers.

When I was a boy, living in a small town in this modest commonwealth of Ohio, the rumor ran that two young fellow-townsmen had set out on the broad road to Ruin. It was whispered that they *read Emerson*, and on Sunday!

Perhaps the opinion held of the great transcendentalist in the place alluded to was the common opinion

among the rigidly orthodox throughout the country:

"I have the truth, so the oracles tell;  
Go with me or you'll go ——"

It is instructive to contrast this opinion with that fostered by thinking people everywhere.

#### RANDOM NOTES AND QUESTIONS.

##### 1. *Good-Bye.*

- a. "Bosomed in yon green hills alone,—"

Recall Webster's graphic description of his early home.

- b. "I tread on the pride, etc." Meaning of?

- c. "Where man in the bush, etc." "And every common bush afire with God."  
—*Mrs. Browning.*

##### 2. *The River.*

- a. Notice the meter; find another bit of blank verse in these selections; make sure of your notion as to what that is.

##### 3. *Thine Eyes Still Shined.*

- a. "Think how Bacon shined."  
—*Pope.*

- b. "When the redbird spread his sable wing." What red bird has black wings?

##### 4. *Webster.*

- a. Make much of the note. But how can that outrageous line have been "*unintentional* injustice?"

- b. *Monadnoc.* E., under this caption, wrote a poem of 411 lines.

- c. "Proverb and prophecy": "Liberty and Union, now and forever."

##### 5. *The Rhodora.*

"If eyes were made for seeing,  
Then Beauty is its own excuse for being."

But does this "excuse" serve when

the beauty falls on only the "earth and sky?"

##### 6. *Concord Hymn.*

"And fired the shot heard round the world —"

"Whose morning drumbeat echoes round the world."

—*Webster.*

Recall the story of the second line. Which line is the older?

##### 7. *The Problem.*

"Yon woodbird's nest

Of leaves, and feathers from her breast"—

- a. Burroughs, or Torrey, wonders what bird E. had in mind.

##### 8. *The Woodnotes.*

- a. "What he knows nobody wants"—

Perhaps of the "nobodies" it may be said, as Sam Slick said of "them English," "The way they don't know some things is beautiful.

- b. "Why Nature loves the number five."

Is it the buckeye or the horse-chestnut that loves the number five?

- c. Put your finger on an atrocious rhyme in this poem.

- d. "Dim aisles."—"The sounding aisles of the dim woods rang."—*Mrs. Hemans.*

- e. "The slight Linnaea hang its twin-born heads."—My first sight of it on Mackinac Island.

"his sweet fame"—also his name.

"its green century" suggests Bryant's oak wherein the century-living crow grew old.

"green tents"—Whittier's "low green tent" whose

curtain swings but the one  
sad way.

9. *The Sphinx*. In the last stanza,  
don't correct "thorough":  
"Thorough flood, thorough fire,  
I do wander everywhere."

*Shakspeare.*

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**PROGRAM OF SOUTHEASTERN ASSO-  
CIATION, LOGAN, OCT.  
25 and 26.**

FRIDAY AFTERNOON, 1:30 O'CLOCK.

Music.

Devotional Exercise — Rev. Chas.

R. Wilson.

Music.

Welcome Address — Major J. B.

Dollison.

Response — Pres. C. M. Copeland.

Music.

Appointment of Committees.

*Conferences.*

High School Grade Conference —  
Supt. J. E. Kinnison, Leader.

Subjects for discussion:

1. Is the Large High School a  
Model for the Small High School?
2. Athletics in the High School.
3. Why do so Many First Year  
Pupils Drop Out of the High School?
4. Co-operation of High School  
and Grade Teachers.

5. How Cultivate a Liking for  
Good Books in High School?

Grammar Grade Conference —  
Dean H. G. Williams, Leader.

Theme — The Problems of the  
Course of Study.

- (a) The Fundamental Aim of the  
Grammar Grade Course of Study.

- (b) How Organize a Course of  
Study for Grammar Schools?

- c) The Articulation of the Gram-  
mar Grade Course with the Primary  
Course and With the High School  
Course.

Primary Grade Conference — Em-  
ma S. Wait, Leader.

Theme — (a) Language Thoughts.

- (a) 1. History.
2. Nature Study.
3. Picture Study.
4. Stories.
  1. Reproduction.
  2. Original.
5. Conversation.

- (b) Expression Thoughts.

1. Drawing.
2. Cutting.
3. Constructing and Model-  
ing.
4. Dramatization.

FRIDAY EVENING, 7:30 O'CLOCK.

Music.

Invocation.

Music.

Lecture — "Education and Effi-  
cency," Dr. Geo. E. Vincent, Dept. of  
Sociology, University of Chicago.

Music.

SATURDAY MORNING, 8:30 O'CLOCK.

Music.

Invocation.

Music.

Business — Election of Officers.

Music.

Address — "Rambles in Litera-  
ture."

Music.

Address — The New Duty of the  
School," Dr. Geo. E. Vincent.

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**LUNATIC'S WILL.**

(By a man who was not wholly mad.)

That there are other riches beside  
mere gold and silver and worldly  
goods — riches that are the heritage  
of all — is brought out in the follow-  
ing striking will made by a lunatic.  
This remarkable document, drawn up  
in proper legal form by a man who

died in the Cook County insane asylum at Dunning, Ill., recently came into the possession of Justice Walter Lloyd Smith, of Elmira.

The will reads:

I, Charles Lounsbury, being of sound mind and disposing memory, do hereby make and publish this, my last will and testament, in order as justly as may be to distribute my interest in the world among succeeding men.

I give to good fathers and mothers, in trust for their children, all good little words of praise and encouragement, and all quaint pet names and endearments, and I charge said parents to use them justly and generously, as the needs of their children may require.

I leave to children inclusively, but only for the term of their childhood, all and every, the flowers of the fields, and the blossoms of the woods, with the right to play among them freely according to the customs of children, warning them at the same time against thistles and thorns. And I devise to children the banks of the brooks, and the golden sands beneath the waters thereof, and the odors of the willows that dip therein and the white clouds that float high over the giant trees. And I leave the children the long, long days to be merry in, in a thousand ways, and the night and the moon and the train of the milky way to wonder at, but subject nevertheless to the rights hereinafter given to lovers.

I devise to boys jointly all the useful idle fields and commons where ball may be played; all pleasant waters where one may swim; all snow-clad hills where one may coast; and all streams and ponds where one may fish, or where, when grim winter comes, one may skate; to have and

to hold the same for the period of boyhood. And all meadows with the clover blossoms and butterflies thereof, the woods and their appurtenances, the squirrels and birds, and echoes and strange noises, and all distant places which may be visited, together with the adventures there found. And I give to said boys each his own place at the fireside at night, with all pictures that may be seen in the burning wood, to enjoy without let or hindrance and without any incumbrance of care.

To lovers, I devise their imaginary world with whatever they may need — as the stars of the sky, the red roses by the wall, the bloom of the hawthorn, the sweet strains of music, and aught else they may desire to figure to each other the lastingness and beauty of their love.

To young men jointly, I devise and bequeath all boisterous, inspiring sports of rivalry, and I give to them the disdain of weakness and undaunted confidence in their own strength, though they are rude. I give to them the power to make lasting friendships, and of possessing companions, and to them exclusively I give all merry songs and brave choruses, to sing with lusty voices.

And to those who are no longer children or youths or lovers, I leave memory, and I bequeath to them the volumes of the poems of Burns and Shakespeare and of other poets, if there be others, to the end that they may live over the old days again freely and fully, without tithe or diminution.

To our loved ones with snowy crowns I bequeath the happiness of old age, the love and gratitude of their children until they fall asleep.  
— *New York Tribune.*



— Blanchester is making a good start this year. There are 119 in the high school which is 25 more than ever before. There are 78 tuition pupils who will add \$1500 to the school funds. Blanchester and Covington seem to be competitors for the prize in respect of tuition pupils. Miss Elizabeth Allen has charge of the music in the schools and is winning friends every day. Supt. C. L. Leahy has every reason to be pleased with present conditions.

### UNIFORM QUESTIONS FOR SEPTEMBER.

#### PHYSIOLOGY.

1. What is a disinfectant? Name some disinfectants in common use. 2. Describe the heart as to size, shape, position and cavities. 3. What element in the blood causes coagulation? Of what value is this property of the blood? 4. Name the humors of the eye, and tell what part is occupied by each. What is the office of the crystalline lens? 5. Describe the form and give the location of the stomach. What fluid is secreted by this organ? 6. How does nourishment get into the blood after food is digested? 7. Name the special organs of respiration. Show the great need of pure air in the school-room. 8. What and where is the dura mater? The pia mater? Give the function of the latter. 9. Tell what you can about the lymphatic circulation. 10. What is the effect on digestion of the presence of alcohol in the stomach?

#### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Name the Thirteen Original Colonies. 2. Name three important historical events connected with the Hudson river, and two on or near the James river. 3. Describe the capture of Burgoyne. Give three results of this victory. 4. Give the boundaries of the United States according to the treaty of Paris. 5. What two political parties existed in Washington's administration? What representative leaders of these parties were in Washington's cabinet? 6. Name three important matters in which opin-

ions held by the people of the South differed from the opinions held by the people of the North. Account for these differences. 7. What was the Trent affair? 8. What is the President's message? In what manner and to whom is it delivered? 9. When does a new congress begin its term? What is the whole term of a congress? 10. Give the constitutional qualifications of a United States representative; of a senator.

#### LITERATURE.

1. Mention some English authors who lived before the time of Elizabeth and tell what each wrote. 2. Name the leading characters of one of Shakespeare's plays. 3. Give some account of Milton's Paradise Lost, explaining its subject and the character of the work. 4. What was Europe's judgment of Jonathan Edwards as an author? What is his great work? 5. What were the circumstances under which Drake wrote The Culprit Fay? 6. Give the principal characteristics of Hawthorne as a man. How did he succeed in interesting children in one of his works? 7. Name five distinguished authors, not including those already mentioned in this list, and the department of literature in which each excelled. 8. Select a production of one of the five authors mentioned in 7, and give an outline summary of it.

#### GEOGRAPHY.

1. Give three proofs of the earth's rotundity. 2. Define longitude, meridian and ecliptic. 3. What causes the variation in the length of the day? Where is the variation least? Why? 4. What and where is each of the following: Port Said, Luzon, Sandy Hook, Selvas, Alberta? 5. What fabric is produced from flax? Of what value is the seed? Where is this plant grown principally? 6. What route would likely be followed, and what goods carried each way, in making trips between New York and Bombay? 7. Make a list of the principal colonial possessions of the British Empire. Name the products of one of these. 8. How do the easterly and westerly dimensions of Alaska compare with those of the main body of the United States? 9. Name the capital and give the principal products of Idaho. Compare its area with that of Ohio. 10. Select the largest four cities in Ohio and account for their growth.

## GRAMMAR.

When we see one word of a frail man on the throne of France tearing a hundred thousand sons from their homes, breaking asunder the sacred ties of domestic life, sentencing myriads of the young to make murder their calling and rapacity their means of support, and extorting from nations their treasures to extend this ruinous sway, we are ready to ask ourselves, Is not this a dream? and when the reality comes home to us, we blush for a race which can stoop to such an abject lot. — Channing.

The first ten questions refer to the above selection.

1. How many clauses in this sentence?
2. Write the subject and predicate of each principal clause.
3. Write the subject and predicate of each subordinate clause.
4. What does each subordinate clause modify?
5. Give the modifiers of "word."
6. Classify as adjective or adverbial the following phrases: "on the throne," "from their homes," "to us," "for a race."
7. What part of speech is "asunder?" Give the construction of "young."
8. What is the object of "to ask?"
9. Give construction of "murder" and "calling."
10. Give a synopsis in the indicative, active and passive, of the first transitive verb.
11. Write a sentence whose subject is modified by an adjective clause and whose predicate is modified by an adverbial clause.
12. Illustrate the three methods of comparison of adjectives.

## THEORY AND PRACTICE.

1. What relation exists between a teacher's ideals and his work? What important conclusion follows from your answer?
2. Give a good definition of teaching.
3. What is habit? Give two maxims for habit-forming.
4. Name at least four objects a teacher should have in mind when questioning a class.
5. Who was Pestalozzi? What educational reforms were advocated by him?
6. What is the best way to control a bright pupil who is mischievous but not of bad disposition?
7. What value would you place upon teaching activities that are like play?
8. What are the principal arguments for compulsory attendance in elementary schools?
9. Name some advantages an ungraded school may have over a strictly graded one.
10. Name and locate the normal schools maintained by the state.

## ARITHMETIC.

1. Write in order the several steps in the process of reducing 8 bushels to denominations of liquid measure.
2. Upon what general principle of division is cancellation founded? Why does the value of a decimal remain unchanged when ciphers are annexed?
3. If I pay for a pound of sugar and get a pound Troy, what per cent. do I lose? What per cent does the grocer gain?
- (1) 17 5/7%. (2) 21 19/36%.
4. A field having its length to its breadth as 5 to 4, contains 28 A. 20 sq. rd. How many rods are required to fence it? 270.
5. The minute hand of a clock is 7 1/2 in. long. How far will the extreme point move in 20 minutes? 15.708 in.
6. The net amount of a bill of books is \$359.10. What is the list price, the rate of discount being 10% and 5% off? \$420.
7. Tell how to find the face of a note, or give formula for finding same, when the proceeds, time and rate are given.

$$8. 1 + \left( \frac{2}{3} \right)^8 \frac{1}{\sqrt[3]{27}} - 7 \times \left( \frac{1}{3} \right)^3 = 3 \frac{5}{7}$$

9. How many bushels in a heap of grain in the form of a cone whose base is 8 feet in diameter and whose altitude is 4 feet? 26.928.
10. Bought bonds at 5% discount, and sold them at 8% premium. Bought a horse with the profits and sold it for \$572, thus gaining 10% on its cost. What did the bonds cost? \$3,800.

## ORTHOGRAPHY.

1. Distinguish between syllable and word. What is essential in every syllable?
2. The English alphabet is both defective and redundant. Explain.
3. Give the meaning of the following prefixes: anti, pre, sub, trans, mis.
4. Indicate the proper pronunciation of: area, docile, genuine, origin, equator.
- 5-10. Spell the following words: deciduous, orthoepy, withheld, trolly, osseous, ecstasy, benefited, control, gnaw, vertical, waif, parrot, chattel, pursue, Tippecanoe, successor, tyranny, beginnings, prejudiced, besieged, sheriff, controversy, challenge, vassal, forty.

# THE OHIO EDUCATIONAL MONTHLY

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## THE WORD.

O Earth! thou hast not any wind that blows  
Which is not music; every weed of thine  
Pressed rightly flows in aromatic wine;  
And every humble hedge-row flower that grows,  
And every little brown bird that doth sing,  
Hath something greater than itself and bears  
A living Word to every living thing,  
Albeit it holds the Message unawares.  
All shapes and sounds have something which is not  
Of them; a Spirit broods amid the grass  
Vague outlines of the Everlasting Thought  
Lie in the melting shadows as they pass;  
The touch of an Eternal Presence thrills  
The fringes of the sunsets and the hills.

—Richard Realf.

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## THE VOCAL INTERPRETATION OF LITERATURE.

BY PROF. EDWIN BARLOW EVANS, OTTERBEIN UNIVERSITY, WESTERVILLE.

Expression is the most priceless treasure possessed by humanity. All other desires are subordinate to this intense longing to mold the thoughts and the actions of our fellow-men and to influence the ages to come. This is the immortality that is ours while we still live, carrying with it high ethical import. Verily it is far preferable to sentimental longings for a heaven of idleness, for it is eminently altruistic, salutary for the

individual and of unending benefit to the world. As the light reflected from the armor of the soldiers fighting about Troy City may even now have just reached a distant star to be reflected forever out into the infinite, so our speech may be reflected down through the lives of men, with healing and transforming power.

This munificent endowment named expression is the titanic and undying

struggle of mankind to find the meaning of life. To achieve this end, empires and cities have come and gone; armies have marched and countermarched; creeds have flourished and withered up; some men have lived in monastic seclusion and severity; other men have lived amid the seethings of human activity. Yet, though diverse the activities, all have been pressing hard along the same trail — the meaning of life.

The records of this immemorial search the world calls literature — the highest expression of the meaning and mystery of life, what man has seen, heard, thought and felt, his soul's sincere desire to be made one with the Good, the True, the Beautiful. With the evolution of man these records have grown until the character of a people has come to determine the character of that people's records. Generally speaking the greater a people the greater its literature. And from an individual standpoint every great literature-maker has furnished his quota of the spiritual capital of the world: he has attained the higher life, caught the beatific vision and passed it on to others.

Yet even a cursory glance reveals the unfortunate fact that literature does not wield an influence commensurate with its importance because it does not reach millions for whom it was intended. Part of this defect lies in the method of transmission. For this transmission two things are highly essential the printed and the spoken word. Without these methods the noble thoughts of a noble people will have impoverished efficacy. At this time it is my purpose to deal with the spoken word in its relation to the transmission of literature and with some of the hindrances that effect its proper transmission.

On this point Professor Palmer of

Harvard says, "In securing a mastery of language the spoken word is far superior to the written word. The evolution of literature throws interesting light on this statement. Beginning with Homer through the Greek drama, with the long leap down to Chaucer and the Elizabethan playwrights to the Spectator and Pope the oral was ever the prime force in perfecting literature. It was primarily spoken. For, says Professor Skeat, "it is an elementary fact that all languages are essentially spoken languages." In camp and court, at club and fireside literature grew to power. It was born of activity more than seclusion. This is not surprising when we consider the fact that the printed word is a fossil language, impersonal and indirect; but the spoken word is dynamic, personal, and magnetic.

The scientific era is partly responsible for a late serious decay in the use of the spoken word. This era disregarded man's emotional nature and did not sufficiently take into consideration the man behind the message. However this spirit did not last long. Literature must have a living exponent. Brander Matthews says, "Modern philologists affirm that language is only truly alive as it falls from the lips of men and something vital is lost when the written is substituted for the spoken." This statement is strikingly illustrative of the spirit of the times. Daily, thinking men and women are demanding a place for expression in education. In Chautauqua, lyceum, school and college the spoken word is gaining its rightful attention. It is easy to see the dangers of such a neglect of expression. Think of a race of people that speaks its language bunglingly, that cannot adequately read its literature, a race that attempts to dry up

its emotions instead of giving them noble outlet.

What, then, is the vocal interpretation of literature? It is the presentation of noble thought and emotion of noble form through personality. It is the word made flesh. Elbert Hubbard states, "Literature is not literature until it is read aloud and reflected back by a sympathetic discerning mind. Literature is a collaboration between the reader and the listener." Further Professor Hiram Corson states, "A poem is not truly a poem until it is voiced by an accomplished reader who has adequately assimilated it—in whom it has to some extent been born again, according to his individual spiritual constitution and experiences. The potentialities, so to speak, of the printed poem, must be vocally realized." If a poem moves men when silently translated on the printed page, how much more effectively it moves men when recreated by an intelligent interpreter. It is endowed by more than double power by this union of two masters, the author and the reader; for says Carlyle, "We are all poets when we read a poem well".

If reading is such a noble art what are the steps necessary to read well? Reading demands the artist's consecration and the artist's power of purpose. Such high ethical devotion as Rubinstein must have felt, if we judge these words correctly. "If I miss one day's practice, I notice it; two days, my friends notice it; three days, the whole world knows it." Vocal interpretation further requires that its followers be sincere, high-souled, optimistic, with all the technical training necessary, the scholar's patience and the artist's vision. No man can read better than he can think; and the richer his experiences the richer his interpretation.

It is the problem of the talents, to him that hath shall be given. Finally no life can be too abundantly endowed too full-orbed to place at the service of this exacting art.

Vocal interpretations possess several points of superiority over silent reading. Silent can set forth only intellectual values and those incompletely. Half of the power of poetry lies in its music. Inflections and tones are man's truest speech. They reveal his sincerity when words are fraudulent. If poetry is ultimate truth cast into forms of ultimate beauty, then rhythm, melody, assonance, alliteration, the intellectual force of the consonants, and the emotional wealth of the vowels are entirely lost in silent reading. The tender lyrics of the language, the deep organ music of the "Ode on the Death of the Duke of Wellington," the dignity of Othello, the varying melody of "The Song of the Chattahoochee" are seriously marred by silent reading. Take from poetry its music and it is poor prose.

Again, vocal interpretation demands more accurate attention to the details of the printed page. By an effort of the will attention must be given to every detail. Every line and every pause must live. Even an infinitesimal pause or printer's conventional device must be fairly luminous with thought and motion. This work requires the same sane methods of analysis as in biology or mathematics. Professor S. H. Clark of Chicago University styles it "the aggressive attack of the printed page." It embraces the intaking of the thought and the emotion, the period of recreation; the poise of body, thought, and emotion; and the delivery of the thought and the emotion. To do this the student must weigh, argue and consider. Salvini spent six

years studying *King Lear* before ever he committed a single line. Of this painstaking accuracy Mrs. Bertha Kenny Baker says, "We must go back of the form and give the spirit of the form, go back of the words and give the spirit of the words. Scholarly knowledge and critical acumen cannot reveal the full meaning of the printed page; this is secured only when the trained reader comes with his open sesame."

Furthermore vocal interpretation is an excellent builder of the imagination. Modern education has left all too little room for this greatest creative faculty of man. By imagination the mind first creates all ideas that later are embodied into objective reality. Here Shakespeare created his *Macbeth* and *Othello*; here Dante had his purgatorial and beatific visions. Without this crowning faculty man is a beast, non-creative and uninspired. In vocal interpretation the voice must come as the result of the dramatic imagination working obedient to law and not by assumed vocal tricks. In short when imagination is working a proper co-ordination of body, voice and spirit is secured, the opportunity for doing things which is the fruit of a faulty or scanty imagination is removed, all the channels of expression are open, and the interpretation is dynamic with absolute life.

Moreover vocal interpretation is a most rigorous test of an individual's appreciation of literature. Professor Corson writes in "The Voice and Spiritual Education," "Reading reveals the reader's spiritual appreciation or absence of it." A dishonest interpretation is quickly revealed in the voice. A voice responsive to the spiritual meaning of a poem is a higher test of literary appreciation than any amount of critical knowl-

edge *about* the poem. Besides a great deal of literature can only be fully understood by vocal rendition. The tremendous passion of the curse scene in "*King Lear*" cannot be fully grasped until one attempts to read it aloud. Far better than commentaries on "*King Lear*" is the reading aloud of the play. Not intelligent talking about "*King Lear*" but living the drama is the final test of literary appreciation.

Finally the vocal interpretation of literature creates emotional power. By brooding over a poem until it has become a part of our being we grow emotionally. We are richer by experiences that otherwise might never have come into our lives. When we live a great poem we can say with Keats:

"Then felt I like some watcher of  
the skies  
When a new planet swims into his  
ken;  
Or like stout Cortez, when with eagle  
eyes  
He stared at the Pacific — and all  
his men  
Looked at each other with a wild  
surmise —  
Silent, upon a peak in Darien."

We rejoice, we sorrow, we rise to mounts of magnanimity, we grow to measure up to the ideal the poet holds aloft. To know *Hamlet* is a liberal education, not rhythm, not masculine or feminine endings, not run on or end stop lines but the heart of *Hamlet*. The creation of proper emotional states quickly leads to character-building. We grow in spiritual stature by thinking on the things of the spirit, for out of the heart are the issues of life. Who can watch unmoved the sad declining day of "Andrea del Sarto?" Who does not

recoil from the spiritual death of the duke in "My Last Duchess." Who does not speed more valiantly on life's way after having his soul charged with the spiritual dynamics of Tennyson's "Ulysses." We need these gleams from the ideal to enable us to withstand the "wrathful siege of battering days." More of such contact with literary masterpieces would lessen many of the barbarities of the day. The place of vocal interpretation in character is inestimable and indispensable.

The development of this art is impeded by a number of serious conditions. There are still some schools of elocution that are false to the fundamental principles of expression. Their courses of study disregard impression, they foster mechanical and artificial methods, they forget that the student must receive before he can give. In these schools many students do not have a grammar school training, they do not know prose from poetry, they wish to become masters without paying the inevitable price—years of arduous study.

A second condition is the alarming spread of popular stuff often called literature. Thousands of people so weaken their minds by skimming through whole libraries of novels that they have neither the concentration nor the desire for the masters. Thus they never receive what is the crowning characteristic of great literature, its fidelity to the ideal. Surely no one will be so fatuous as to assert that humanity is suffering from a plethora of ideals. On this point the Bible affirms, "Where there is no vision the people perish." This lack of a healthful love for literature is a serious hindrance to the reception of its messages.

A third condition is the character

and practice of many interpreters. All art must be born of the spirit. Nevertheless far too many readers deal in the superficial. They present themselves rather than the message of the author. They spend time and money in trying to acquire an oratund voice when they should be acquiring an oratund soul; pure tone is adequate to express every shade of emotion while huskiness and contortions of voice are false to true interpretation. These same readers ardently search into a selection for an opportunity to do something with the body and the voice. Their aim seems to be to keep the audience from thinking; to split the ears of the groundlings. The country has passed thru a period of vocal frenzy, vaudeville claptrap, wreathings and writhings, and tawdry animal impersonations until people of culture cannot be induced to attend an elocutionary exhibition. A lady of superior culture as a reader was corresponding with a committee in a western state. They wrote back, "We have just had one 'female reciter' and feel that we cannot stand another." An educated gentleman when closely questioned concerning an impersonation of a Shakespearian play that he had attended, said, "I never saw a man make such faces before." This was the extent of the message he received. Just recently a young lady came to me stating that she wanted to study reading. "I want to do things," she said and illustrated her meaning by a grandiloquent gesture. Legitimate impersonation comes by attention to the thought and not by assuming something. The soul must speak. The reader who by tricks of voice, bodily contortions, and face twitchings exalts the accidental above the essential, obscures the spiritual message of the author, does a serious

injury to the spread of good literature and basely defrauds his audience.

A fourth condition is the hue and cry that everything given to the public must be popular, because average audiences cannot receive good literature because it is over their heads. This is unmitigated sophistry. These jealous partizans often confuse trashy with popular. If literature is the record of supreme spiritual attainments of humanity and if humanity earnestly desires inspiration to mount to yet greater spiritual excellence, then the best is all too poor. Why do not readers read more of the beautiful lyrics of the language or more great plays? I have just been reading an article in which the writer was seeking to condone the dishing out of popular verse. He stated that business men would not read the poetry of the masters because they wrote in the conventional forms of the past and because they did not use colloquial expressions and "the commercial language of the day." This is an implication that an ugly red flower pot is more beautiful than a Grecian urn. Accept such an argument and down goes Shakespeare and up comes the popular jingles of the day. Have Lowell, Tennyson and Burns no message for the men of today? That they do not read the master poets is not a valid argument that they should have poor food. The fact that Shakespeare lives and that the popular jingles die is proof that Shakespeare armed with eternal truths, wrote for the heart of man which is the same in all ages and not to tickle the fleeting fancy of men in the rare moments when they can leave the stock-ticker.

A fifth condition is the commercialism of the day. Readers prepare programs and do things that will

bring in the most money and not create the most love for noble thoughts and emotions. The ideal should ever be slightly above the audience; it should lure onward and not lull into apathy or create smug people with cheap views of life. The least tinge of commercialism, the faintest disloyalty to the ideal will blur the artist's vision. Art has ever had its Judases whose fall has been accomplished by far less than thirty pieces of silver. The material and the artificial are in eternal rebellion against the ideal. Vocal interpretation needs more men and women with great souls and not more men and women with skillful performances. The true reader "must have done with the eyes for the actual" and "begin with the seers."

A sixth condition is the neglect of vocal interpretation in homes, schools and colleges. Alas there are few homes where reading aloud is a part of the family life. Ask your brightest high school pupil to read aloud and what do you hear? You hear a bungling, harsh, meaningless pronunciation of words. Then single out a college student and the result is even more discouraging. He has traced the path of the stars, read the life history of an anioeba but he cannot read. Go into the theological seminary and the results are unspeakable, for many theological students have not the slightest ambition to read the Bible and the hymns other than clumsily. Visit the college professor and he soon shows you his fine scorn for elocution and invites you to hear his natural reading. May the kindly powers preserve us from an hour of such expressionless, monotonous, mumbling when gravedigger, Hamlet, Polonius, and gentle Ophelia are indistinguishably blended. Although recent years have



seen a fine revival of public speaking in colleges, vocal interpretation is yet far in the rear. Many students who take liberal courses in English literature leave college with no desire to continue the study as a means of culture and truth-seeking. These startling pedagogical defects are traceable to the lacks of training in oral reading.

So the blame rests on both parties. The colleges and the literary folk on the one hand, and the readers on the other hand have not done their full duty by the vocal interpretation of literature. It should rank with music, painting and sculpture. Not every man can hear great operas, see great paintings and statuary, but every man in the humblest hamlet is within reach of good literature. This greater day is dawning. Perhaps the words of Mr. Yeats are prophetic, "I cannot be convinced that the printing press will always be the vic-

tor. The world soon tires of its toys, and our exaggerated love of print and paper seems to me to come out of passing conditions and to be no part of the final constitution of things." The vocal interpretation of literature must have higher rank in schools and colleges, it must have professional schools where men and women spend more time and receive more individual training for this life work. Then a greater love for literature will abide with men. As long as men are aspiring, creative and truth-seekers, the spoken word cannot die. The orator and the reader have their own peculiar function in every democratic community, to lead, to sympathize, to instruct, and to uplift. They belong to that consecrated army of forerunners who lead humanity to the supreme end of life—the realization of eternal beauty and eternal truth.

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## THE PART OF THE PUBLIC SCHOOLS IN THE MORAL DEVELOPMENT OF CHILDREN.

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*Hon. Edmund A. Jones.*

It gives me pleasure to comply with the request of the editor to contribute a few lines to the MONTHLY as a part of a symposium on "Moral Training in Our Public Schools." This subject is prominent in the minds of a large number of educators at the present time and I know of no more important topic that can claim the attention of the teachers of our state in all grades of school from the primary to the university.

At the last meeting of the N. E. A., held at Los Angeles in July, the

following was adopted as a part of its declaration of principles: "The National Educational Association wishes to record its approval of the increasing appreciation among educators of the fact that the building of character is the real aim of the schools and the ultimate reason for the expenditure of millions for their maintenance. There is in the minds of the children and youth of today a tendency toward a disregard for constituted authority, a lack of respect for age and superior wisdom, a weak appreciation of the demands of duty,

a disposition to follow pleasure and interest rather than obligation and order. This condition demands the earliest thought and action of leaders of opinion, and places important obligation upon school authorities."

If these are facts, it becomes all important that more attention should be given to the ethical side of instruction in our public schools. The ultimate end of education is not knowledge nor power but character. Knowledge gives power, but as we learned in one of the old McGuffey Readers, power may be a curse as well as a blessing.

Whether it is a blessing or not depends upon the use to which it is applied.

I remember President Stearns of Amherst College once said: "The aim of education is to produce men,—men capable of high scholarship, of professional eminence and of great achievement, but first of all *men*." While this was spoken with reference to higher institutions of learning, it is equally applicable to all grades of schools.

The great work we have before us as teachers is the training of our youth for the best citizenship. This is the end we should have in view in the framing of our course of study, the equipment provided, the decoration of the schoolroom, and the beautifying of the school grounds. For this purpose costly buildings are erected and the best teaching talent is employed. During the period of school life, habits will be formed and character will be established. What this character will be, will depend largely upon the home and the school. These two institutions are mainly responsible for the influences that are brought to bear upon the boys and girls during this impressionable period of their lives.

Much depends upon the discipline of the school. This should be reasonable, impartial and just, but firm. And it should receive the hearty support of the patrons of the school, and especially of the board of education. The school authorities can afford to have no graduates for one year and to dispense with commencement if need be, but they cannot afford to allow the members of a senior class to dictate the terms of graduation.

Inasmuch as no text-book in ethics is generally used, especially in the lower grades, no examinations are held and no grades given except possibly in a general way for deportment, it frequently happens that instruction in this line is neglected or given in such a haphazard way as to be of little benefit. I have often thought that it would be well for the teacher who has no definite course to depend upon to keep a record of ethical teaching, both direct and indirect, so that at the end of a month or term it would be easy to ascertain what further points should be dwelt upon in the effort to build up a well-rounded character.

The whole trend of school life should be of such a nature as to tend toward the promotion of future good citizenship. What a child does every day for ten or twelve years becomes a part of himself. In a well disciplined school respect for rightful authority may be secured and habits of promptness, fidelity, neatness, system and order and independent work may easily be formed. The daily recitation and occasional tests afford an opportunity for teaching honesty and truthfulness. The lessons in reading, literature, biography, history and science afford an excellent opportunity for teaching important lessons in temperance, pa-

triotism and good citizenship, and inculcating "a love of truth, justice, purity, and beauty." The school is a little community where each may be taught to respect the rights and property of others, to be courteous at all times, to be sympathetic in trouble and helpful to one another in time of need. But above all and over all the most important factor in moral instruction is the example and personal influence of the teacher.

In closing let me quote the words of Henry Van Dyke as setting forth some of the most important things to be secured through the training of the school:

Four things a man must learn to do  
If he would make his record true:  
To think without confusion clearly,  
To love one's fellow men sincerely,  
To act with honest motive purely,  
To trust in God and Heaven securely,

*Supt. J. W. Carr, Dayton.*

In the brief space allotted to me I can emphasize but two points in the discussion of this great subject.

1. The first is that *the most important work of the public schools is to assist in the moral development of the child*. As a people, we need increased morality even more than we need greater wealth or scholarship or culture. The dangers that threaten the republic are those that arise from lack of a better moral fiber among our people — unbridled appetite, uncontrolled passion, greed for money, inordinate ambition for power and position, disregard for law and so on to the end of the chapter. These are the tares that the public school must help to uproot if they render the greatest service to society.

It is important to teach the chil-

dren the fundamental principles of arithmetic, but it is more important to teach the fundamental principles of truth and justice and honor and integrity. They should be taught to speak and to write the English language correctly, but it is of even greater importance that they know how to control the temper, to bridle the tongue, and to deal kindly and justly with their fellows. It is important that children should study literature and art and music and other subjects that will make them cultured men and cultured women, but even more important than culture are virtue and sobriety and the recognition of what is mine and what is thine.

2. The second point I wish to emphasize is, that *children in the public schools should be trained in the practice of certain elementary virtues*. I am not urging the formal teaching by precept of these virtues, but I am contending that children should *practice* them again and again until they become habits. Of course, the number of virtues that can be taught children is greatly limited, but they are *fundamental*. The same thing is true of the truths of mathematics or any other subjects taught in the public schools, only a few things can be taught.

Now, what are some of the things in which children may be trained in the public schools that will make for morality in after life? I shall name only a few, such as truth, honesty, justice, honor, obedience and respect for the rights of others. These things should be taught in the recitation, during the study period, by the routine and discipline of the school, on the play-ground, and in numerous other ways until they become fixed habits of conduct.

*Dean W. W. Boyd, Columbus.*

The issue regarding moral training in the schools is not raised so much, it appears, for the purpose of adding new opportunity for the school as for discovering what the school is already doing. It is very generally understood that the vital function of the school is moral training. Teachers agree that intellectual attainment which does not issue in right action stamps the school as a failure. As a consequence every school tries to inspire higher ideals and nobler actions in its pupils. An agitation and study of this question must result in a discovery of some of the principles which cause some schools to succeed in their purposes while others fail.

Two conceptions obtain regarding the principles which underlie moral teaching. The first throws the emphasis upon a practice of right action, the second upon the development of the will. Both have their virtues and both their dangers. The virtue of the first lies in the establishment of habits of right action. But so anxious that his pupils shall do right does the teacher become under this rule of action that he supplies the entire stimulus for action. He "makes" his pupils act rightly. Under his forced direction, pupils do become habituated to the right. But, as soon as the stimulus of the teacher is removed, the pupil finds himself without a guiding force and therefore declines rapidly in moral action. Hence, we have the old adage regarding the preacher's son: "He is the worst boy in the world." The preacher, feeling that his son must be an example to the community, literally made him do right. When the boy had grown to young manhood

and had started out in the world for himself, he found that he was absolutely devoid of any controlling force. This new freedom led him to the only kind of action which stamped him as the worst boy in the world.

The virtue of the principle which depends upon a development of the will lies in the fact that the controlling power is within the child himself. There is no real moral action without choice. And only when choice is made in response to duty can it be said that there is the highest moral action. That there may be wise choice, it is necessary that there be clear perception. Very much of immoral action both in the child and in the adult arises because there is not a clear distinction between right and wrong. How often it happens that the lie is made to appear justifiable and that it is better to choose it than the truth. Here a great danger lies for the second principle. The teacher needs to present to his pupil very definite ideas so that nothing hazy or uncertain may be left in the mind of the child regarding the thing he ought to do.

In view of these brief statements, perhaps it is well to add that both principles are needed in the school room. The child should learn to do right both by choosing it and by practicing it. If he does not have strength of character enough to make a right choice, then the choice should be made for him, and he should be compelled to do the right thing. But gradually, through the various opportunities which the school affords, there must be developed character for right choice so that the control of the child may be eventually passed over to him.

## **"THE 'EATHEN IN 'IS BLINDNESS."**

BY KATHERINE MAXWELL BOWER, MINERAL CITY.

"Who is Lewis Marshall?" asked the new teacher of history. "How did he ever get into the high school?"

"Outside of school hours he is a newsboy. In school he is a nuisance," said Miss Emerson. "He got into the high school by passing the grammar grade examinations successfully, though in my estimation he can neither read, write, nor speak English."

"No, but he certainly has a wonderful slang vocabulary," said Miss Barnes. "He was telling me to-day about William the Conqueror. It seems that Lewis disapproves of William, because William had such a high temper, and because he butted in and took away Harold's kingdom, and what the Witan said didn't go down him, unless —"

Miss Emerson interrupted with a laugh. "Consistency, thou art a jewel," she cried. "Lewis Marshall always reminds me of the 'eathen in 'is blindness, for most assuredly 'e don't obey no orders, unless they are 'is own.' I ought to know, for I had him in Beginning Latin and English composition last year. You know the first two years of Latin are compulsory. But he informed me that he wouldn't learn Latin. I kept him in. I devised all sorts of punishments and rewards, but still he wouldn't. I reasoned and scolded, and finally he said: 'Now, look here. the law says I got to go to school two more years, so I got to go. The school board says I got to learn Latin two years, too, but I guess not. Now I won't learn Latin, and you can't make me if I won't, so you might as

well quit. The thing for you to do is to put in your time on some kid that will learn, and that you can make do it, instead of fussing at me. That way you'll save a lot of trouble, and do some good for you, and me, and the other kids too. See?"

"Why, Miss Emerson! Did you allow him to speak to you in that impert —"

"Miss Barnes, stop a moment. Don't look so shocked. Think about it, and see if there was not real common sense in his suggestion. The school board bestows two years of Latin alike on the just and the unjust — no discrimination. Here is a boy from the streets, bad, saucy, alert, utterly uncultivated, with a strong energetic will and some ability. He detests Latin, and resists it. Will I do well to train him to sullenness and obstinacy for the sake of a few Latin declensions? His case is exceptional, to be sure, but the sharpened wits that are the product of his life on the streets lead him to very practical conclusions. Have you not found it so?"

"Oh, dear, he has the most amazing ideas. The other day, in a lesson on Feudalism, I propounded the case of a man who owed allegiance to different kings for different grants of land, and asked what would be the duty of the man if the kings went to war with each other. The whole class was blank for a while, and then Lewis exclaimed: 'Why! he'd just have to fight his self!'"

"Oh, yes, Lewis is keen enough to appreciate a paradox. I wish you could have witnessed my struggles

with him in composition. You have probably found out that he can't—or won't—write legibly. And he utterly scorns all punctuation. His spelling is a perfect nightmare. So even if he were willing to write, the situation would be bad enough. But he wasn't willing. He objected most strenuously. I finally convinced him that he must hand in a certain amount of work, but he never would recite from the book, and he flatly refused to write on any subjects except of his own choosing."

"Well, why not let him choose?"

"I did. He chose base-ball. Nothing else. In narrative, he told a base-ball story. In description, he described base-ball games. Some of his themes were really good, too, except for the slang. In argument, he had a really clever discussion of some base-ball question, and exposition only gave him a chance to explain 'the game.' He said he wouldn't do any biography, but he did, at last, get up a fairly good paper — on Napoleon Lajoie! He refused to do the required reading in English, but carried a base-ball manual in his pocket to the class picnic. He never reads the newspapers except the sporting page. Once I did get him to write on winter sports, but he closed his theme with the remark that after all winter sports didn't amount to much, as skating and coasting were not half so good as base-ball."

"Is he like that in all his work? How about mathematics and science?"

"Oh, he was fairly good in algebra. He said that he could see some sense to that, although he did not like it. But he nearly knew his physiology by heart. Mr. Jones says that no experiment was too difficult, no reference too tedious, no required reading too long for Lewis. He simply

devoured every particle of information on the subject. And when he came to botany, he showed the same enthusiasm for a certain part of the work, but Mr. Jones couldn't make him do the part that he disliked."

"And you just allowed him to do as he pleased, and let him tell you what he would and wouldn't do, like that?"

"Miss Barnes, you know I told you that he is a newsboy. He has grown up on the streets. Every man that goes by has a word for him, and he has learned to have a reply for every one. As a result he is bold and sharp and full of resource. He has had to defend himself and act on his own responsibility for years. Nobody catches him unawares. He is known as a famous fighter. Don't you see how natural it is for him to talk back and say things that sound very impudent, when he doesn't mean anything of the kind. When he explained his views about Latin he was trying to reason with me as a woman of sense. You don't reason with people when you mean to be impudent. He is really only being self-reliant and independent, from long years of practice, and as I said, he patterns after the 'eathen in 'is blindness. Now I have taken his case to the superintendent, and obtained permission to expel him. Then he would have to go to the Reform School."

"Oh, no; not that! He doesn't need to go there! It would be the ruin of his chances."

"Exactly. But here, if we let him develop in his own way, there is a fine chance of making him into a good citizen. Instead of forcing Latin and poetry on him, I tried to work along the line of least resistance. I encouraged his fads. For instance, base-ball led up to the question of clean sport, and again to the

number and variety of occupations dependent upon the game, and the number of men employed in connection with them. It was easy enough to get him to see the principle of cause and effect, and the value of influence. Then his work in physiology was useful when he wrote about the athletic training of a professional ball-player, and there was a chance to make him tell me — mind you, I never told him — that a fellow was a fool to break over and drink, or do anything of that sort. Lewis assured me that a smart man would know that it takes a heap more sense for a man to keep straight than to go wrong. And mind you, he comes of a family of drunkards and gamblers. Then Lewis is a hero-worshipper. It was an easy step from Napoleon La-joie to Napoleon Bonaparte."

"Is that how he came to know so much about Napoleon? Just now he is interested in William the Conqueror. He thinks that William had no business to swipe Harold's crown, but it was a good thing for England, for Harold was no good anyhow, and William made a better king. We had quite a talk about whether a bad man can be a good king, and what makes a really great man. You should have heard him talking about the Abbey of Battle."

"'Yes' he said, 'William thought he was smart, because he won a big fight, and got to be king. He just wanted to let people know it. He

wasn't so religious, or he would have kept his temper, and treated Harold right. He didn't even do his own fighting, but had a lot of soldiers. They all got killed, too.' I reminded him of the monks of the Abbey.

"'Yes, William made them pay for the dead ones. And there were lots of dead ones, too.'"

I asked him whether William had not done all that he could do for men already dead, and whether he didn't think that William tried to do his Christian duty by them?

"'Yes,' he acknowledged, 'that's so. He did. He was square. And he was smart, too. William wasn't so worse.'"

"Now, what am I to do? Of course, you are right about letting him follow his natural bent, and of course, I will try to be broad-minded about not mistaking his abrupt sort of common-sense for impudence, but what am I to do about the slang? Really, it is dreadful at times. What did you do?"

"Nothing successful. It is a hard problem. You see, he hears and speaks it all the time. You may do more than I did, for he has been telling me how well he likes his history, and Lewis does love to pattern after a hero. If you will be patient and try to understand him, you may have a great influence. Oh, are you going? Well, good-bye. Be sure to let me know how you get on with the poor little heathen."

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## LONGFELLOW.

BY BERTHA RUESS, MANSFIELD.  
Member O. T. R. C. Board of Control.

The more I examine Page's Chief American Poets, the more I feel that it will be a source of joy and pleasure

to the reader. We can not lay claim to being educated, unless we know and love poetry, the highest form of

literature. Page, in his book, has collected the American poems which are likely to become a permanent part of our national literature. The book is well arranged; the foot-notes are admirable. For those who wish to make a thorough and comprehensive study of each author, there are lists of reference books in the back of the book.

We hear again and again, that we are living in an unpoetic age and that the love for poetry is dying out, and I am afraid this is true. The poets, instead of having become the friends and companions of our young people, are to them mere books which they make no effort to own. Who knows any one who has denied himself something, in order to buy a book of poems? I know of no one. Sometimes young people own the books, having received them as graduating presents, but generally the books stand upon the shelves with the leaves uncut.

I am afraid that we teachers have not done our duty to the children in the schools. We must become thoroughly familiar with the great poems of the English language, particularly those of our own country. We must love and enjoy poetry, and then it is our duty to pass on this knowledge, love, and enjoyment to the pupils.

"Poets are born, not made"; but poetry-lovers are made as well as born; a revival is surely needed.

Sir Philip Sidney, in his *Defense of Poesie*, speaks of the work of the philosopher, the historian, the scientist, and the poet; and he decides that the poet is the greatest of all, for he contributes most to the pleasure and learning of mankind.

It is by no means accidental, but a significant fact, that Page has given more space to Longfellow's poems than to those of any other author. This shows that Longfellow is the

foremost of American poets. Vincent in his *American Literary Masters*, says that Longfellow of all the American poets has reached the widest audience.

It will do us all great good to read and re-read Longfellow. There is a tendency to underrate Longfellow. "He is the poet of youth," some say in a deprecatory way. It is the greatest honor to be the poet of youth; to be the one to exert a good influence over the young, and to call them to the higher life.

At the unveiling of the bust of Longfellow in the poets' corner in Westminster Abbey in 1884, Lowell said: "Never have I known a more beautiful character. I was familiar with it daily, with the constant charity of his hand and mind. His nature was consecrated ground, into which no unclean spirit could ever enter." It was this beautiful spirit, expressing itself in verse, which made him the best beloved of American poets.

One of the first selections in the book is *Burial of the Minnisink*. Longfellow wrote it when eighteen years old. Bryant, Whittier, and Longfellow, have all written about the Indian. Which to your notion, is most successful with the theme?

Hiawatha is beautiful. It contains many good lessons; for example, Hiawatha's noble words to the great boaster:

Deeds are better things than words  
are.

Actions mightier than boastings.

In *Hiawatha* XV, the selection beginning *He is dead*, the sweet musician, was very appropriate for the Longfellow memorial service.

As a translator, Longfellow never had a superior. He translated from the Spanish, Italian, French; from



the German, poems by Uhland, Goethe, Heine, Mueller, and Dach. Some of these translations are as charming as the original. Freiligrath translated many of Longfellow's poems, such as *Hiawatha*, *Excelsior*, and *The Rainy Day*, into German. Those who think German harsh and unmusical, ought to hear those translations. It is an art to make translations, retaining the substance and metrical form, as both these poets did.

Longfellow drew the material for his poems from many sources. His work was varied as was also the metrical form.

In *Evangeline*, one sees the influence of Goethe's *Hermann und Dorothea*, both in substance and meter. In *The Building of the Ship* and *Keramos*, which contain reflections on human life, he has been influenced by Schiller's *Song of the Bell*. In *The Tales of the Wayside Inn*, we see the influence of Chaucer.

Longfellow has been called the "Poet Laureate of the Home." He is what he himself called Tennyson "the sweet historian of the heart." In "The Hanging of the Crane," the different aspects of home life are seen.

His love for children is revealed in *The Children's Hour*; his sympathy for a friend in sorrow, in *The Two Angels*; his patriotism, in *The Building of the Ship*. He has written poems which influence character; such as *The Builders*, *Excelsior*, and *The Psalm of Life*. He has given to many readers, loftier ideals; many have been led to take up the battle of life with a firmer resolution to "be up and doing."

With a heart for any fate."

Longfellow shows much skill in writing sonnets. The ones on Chau-

cer, Milton, and Keats are beautiful. Try to learn the one entitled *Nature*.

*Evangeline* was Longfellow's favorite. Dr. Holmes says of it: "It is his master-piece among the longer poems." W. D. Howells says: "It is his masterpiece, if not the best poem of our own age." The poem depicts with pathos the strength of woman's devotion. Hawthorne had intended to make use of the story in one of his tales, but gave up the idea when Longfellow thought of writing a poem on the same subject. After its success, Longfellow wrote to Hawthorne: "This success I owe entirely to you for being willing to forego the pleasure of writing a prose tale which many people would have taken for poetry, that I might write a poem which many people take for prose."

*The Building of the Ship* is a beautiful poem. Read it carefully. Mr. E. J. Reed, Chief constructor to the English navy wrote of it as "the finest poem on ship-building that ever was or probably ever will be written, a poem which I often read with truest pleasure."

The great lesson of the poem is in the lines

"For his heart was in his work, and  
the heart  
Giveth grace unto every Art."

The closing lines of the poem came to Longfellow while he and Sumner were talking during the excitement of the Fugitive Slave Law. Learn the passage beginning "Thou, too, sail on, O Ship of State!"

*Morituri Salutamus* has been called "the grandest poem to age ever written." In these days when the clamor is for young people in all lines of work, it is pleasant to know that

"Something remains for us to do or dare,

Even the oldest tree some fruit may bear."

And "Age is opportunity."

Longfellow pays a beautiful tribute to Irving in the poem *In the Churchyard at Tarrytown*. He said that every person has his first book; one that pleases him greatly, whose memory and influence remain throughout life. Longfellow's "first book" was Irving's *Sketch Book*. What was your first book?

I know a teacher who taught literature beautifully to young people. They knew and loved the author and his poems. They learned selections which will remain with them all their lives, and be a joy and comfort.

The pupils in this school made, what they called a "Longfellow Alphabet." We could do the same thing easily. Of course, the letters X and Z will have to be omitted. Tell from what poems these quotations are:

A. Act, act in the living present!  
Heart within, and God o'erhead!

B. Build to-day then, strong and sure,

With a firm and ample base;  
And ascending and secure

Shall to-morrow find its place.

C. Come read to me some poem,  
Some simple and heartfelt lay,  
That shall soothe this restless feeling,

And banish the thoughts of day.

D. Do you ne'er think what wondrous beings these?

Do you ne'er think who made them and who taught

The dialect they speak, whose melodies

Alone are the interpreters of thought?

E. Each man's chimney is his Golden Mile-stone;

Is the central point, from which he measures, every distance  
Through the gateways of the world around him.

F. For voices pursue him by day,  
And haunt him by night,  
And he listens and needs must obey,  
When the Angel says:  
"Write."

G. God sent his singers upon earth,  
With songs of sadness and of mirth,  
That they might touch the hearts of men  
And bring them back to heaven again.

H. Here upon earth an assemblage of children; in heaven one Father  
Ruling them all as his household, forgiving in turn and chastising;  
This is of human life a picture, as Scripture has taught us.

I. In all places, then, and in all seasons,

Flowers expand their light and soul-like wings,

Teaching us by most persuasive reasons,

How akin they are to human things.

J. Joy and temperance and repose  
Slam the door on the doctor's nose.

K. Know how sublime a thing it is  
To suffer and be strong.

L. Labor with what zeal we will,  
Something still remains undone;

Something uncompleted still  
Waits the rising of the sun.

M. Man is unjust, but God is just;  
And finally justice triumphs.

- N.* No endeavor is in vain,  
Its reward is in the doing,  
And the rapture of pursuing  
Is the prize the vanquished gain.
- O.* O what a glory doth this world  
put on  
For him, who with a fervent  
heart, goes forth  
Under the bright and glorious  
sky, and looks  
On duties well performed, and  
days well spent!
- P.* Peace descending  
Come, ah, come into my breast.
- Q.* Quench, O quench not that  
flame!  
It is the breath of your being,  
Love is life, but hatred is death,  
Not father, nor mother  
Loved you, as God has loved  
you; for  
'Twas that you may be happy  
Gave he his only Son.
- R.* Read from some humbler poet  
Whose songs gushed from his  
heart,  
As showers from clouds of sum-  
mer  
Or tears from the eyelids  
start;  
Such songs have power to quiet  
The restless pulse of care,  
And come like the benediction  
That follows after prayer.
- S.* Silently, one by one, in the infi-  
nite meadows of heaven,  
Blossomed the lovely stars, the  
forget-me-nots of the angels.
- T.* The heart hath its own memory,  
like the mind,  
And in it are enshrined  
The precious keepsakes, into  
which is wrought  
The giver's loving thought.
- U.* Upon purity and upon virtue  
Resteth the Christian Faith;  
Strong as a man, and pure as a  
child, is the sum of the doc-  
trine,  
Which the Divine One taught,  
and suffered and died on  
the cross for.
- V.* Visions of childhood! Stay, O  
stay!  
Ye were so sweet and wild!  
And distant voices seemed to say,  
"It cannot be! They pass  
away!"
- W.* We may build more splendid  
habitations,  
Fill our rooms with paintings  
and with sculptures,  
But we can not buy with gold  
the old associations.
- Y.* Ye are better than all the ballads,  
That ever were sung or said;  
For ye are the living poems,  
And all the rest are dead.

---

## A FAIRY PIG TALE.

---

BY SARA W. FEATHERSTONE, TOLEDO.

And now little Bright Eyes you shall  
hear  
The story of five little piggies queer,  
Who said they were brave, but I  
greatly fear  
They were really selfish — just pigs,  
my dear.

Once upon a time a kind little  
fairy lived near a barnyard. If ever  
the animals were in trouble she  
seemed to know it and would fly at  
once to help them.

There was one, a poor little blind  
pig, that she felt very sorry for. He

never seemed to get enough food to eat although the farmer would always lead him to the best place at the trough. But as soon as the farmer had gone, the other pigs would crowd him from his place and greedily eat his share.

And this little pig never had any fun at all. He could not see where the ground was nice and soft to root in, nor where to find the mud to wallow in, not could he find the tree where the soft-shelled pig nuts grew.

The kind little fairy saw how it was and one day went to the Queen of the Fairies about it. She asked the Queen if she knew of anything that would cure the little blind pig, so he could enjoy life once more.

The Fairy Queen said there was only one thing — a pair of Magic Glasses. These glasses had been stolen from the Queen's castle by the Wild Boar of the Forest, who said he would never give them up except to the animal who could prove that he was as brave as he, the Wild Boar of the Forest. And that animal had not yet been found and he didn't think he ever would be.

As Thanksgiving Day was near, the kind little fairy thought she would have no trouble to find a pig who was thankful for his blessings and who would be willing to try to make his fellow pig happy.

She thought over all of her pig friends and wondered to which one she would give the pleasure of doing this kind deed. She finally decided to offer the chance to the first one she met.

This happened to be Rooter, the pig who boasted that he wasn't afraid of anything. Now Rooter was just going to market but stopped long enough to listen to the kind little fairy.

"Oh Rooter," she said, "you have

much to be thankful for. You are well and strong, you have a good sty to live in and your trough is always well filled. Will you not help your poor little neighbor, the blind pig, on Thanksgiving Day?"

"What do you want me to do?" grunted Rooter.

"Go to the Wild Boar of the Forest," replied the fairy. "Prove to him that you are as brave as he is, and he will give you the Magic Glasses which alone can cure the little Blind Pig."

"I am more brave than the Wild Boar of the Forest," snorted Rooter, "but I cannot go. I must go to market for our Thanksgiving dinner. I have troubles enough of my own. If I do not look out for myself, who will? You will have to find someone else."

The kind little fairy was grieved, but did not give up her search for a thankful pig. She went to the sty of Growler, the pig who staid at home to keep house.

"Oh, Growler," she said, "you have much to be thankful for. You are well and strong, you have a good sty to live in, and your trough is always well filled. Will you not help your poor little neighbor, the Blind Pig, on Thanksgiving Day?"

"What do you want me to do?" grunted Growler.

"Go to the Wild Boar of the Forest," replied the Fairy, "prove to him that you are as brave as he is, and he will give you the Magic Glasses which alone can cure the little Blind Pig."

"I am more brave than the Wild Boar of the Forest," bragged Growler, "but I cannot go. I must cook our Thanksgiving dinner. I have troubles enough of my own. If I do not look out for myself, who will? You will have to find someone else."

The kind little Fairy was again disappointed, but did not give up her search for a thankful pig. She went to the trough where she saw Greedy Pig devouring a large piece of roast beef.

"Oh, Greedy," she said, "you have much to be thankful for. You are well and strong, you have a good sty to live in, and your trough is always well filled. Will you not help your poor little neighbor, the Blind Pig, on Thanksgiving Day?"

"What do you want me to do?" grunted Greedy.

"Go to the Wild Boar of the Forest," replied the Fairy. "Prove to him that you are as brave as he is, and he will give you the Magic Glasses which alone can cure the little Blind Pig."

"I am more brave than the Wild Boar of the Forest," boasted Greedy, "but I cannot go. I must stay here to get my share of the Thanksgiving dinner. I have troubles enough of my own. If I do not look out for myself, who will? You will have to find someone else."

The kind little fairy turned sadly away but did not give up her search for a thankful pig. She saw Whiner nearby, enviously watching Greedy eat the roast beef, for he had none.

"Oh, Whiner," she said, "you have much to be thankful for. You are well and strong. You have a good sty to live in and your trough is always well filled. Will you not help your poor little neighbor, the Blind Pig, on Thanksgiving Day?"

"What do you want me to do?" grunted Whiner Pig.

"Go to the Wild Boar of the Forest," replied the Fairy, "prove to him that you are as brave as he is, and he will give you the Magic Glasses which alone can cure the little Blind Pig."

"I am more brave than the Wild Boar of the Forest," sneered Whiney, "but I can not go. If I am not here Thanksgiving Day, Greedy will get my share of the turkey dinner, as well as his own. I have troubles enough of my own. If I do not look out for myself who will? You will have to find someone else."

Before the kind little Fairy had time to do more than sigh deeply, little pig Squealer came running down the lane crying, "Wee, wee, wee!"

The kind hearted little fairy ran to him and asked what the trouble was.

"Wee, wee, wee!" cried Squealer. "A bad boy hit me with a stick and called me a coward, just because I scared a little rabbit, only for fun, you know."

The fairy was sorry to hear that he had frightened the timid little rabbit, but only said: "You can show the boy you are not a coward."

"How?" asked Squealer.

"Oh, Squealer," she said, "you have much to be thankful for. You are well and strong. You have a good sty to live in and your trough is always well filled. Will you not help your poor little neighbor, the Blind Pig on Thanksgiving Day?"

"What do you want me to do?" grunted Squealer.

"Go to the Wild Boar of the Forest," replied the Fairy, "prove to him that you are as brave as he is, and he will give you the Magic Glasses which alone can cure the little Blind Pig."

"I am more brave than the Wild Boar of the Forest," said Squealer, with a "huff and a puff," "but if I went away, they would not even save me a drum-stick of the Thanksgiving dinner. I have troubles enough of my own. If I do not look out for

myself, who will? You will have to find some one else."

The discouraged little fairy then said, "I see I have been casting a 'pearl before swine.' It only shows that *Pigs will be Pigs*. But for your selfishness you shall be punished, and pointing her wand to each in turn, she repeated solemnly:

"This little pig went to market,  
This little pig stayed at home,  
This little pig had roast beef,  
This little pig had none,  
This little pig cried, 'Wee wee, wee!'  
All the way home."

Then touching each upon the nose she said, "Rooter may buy the Thanksgiving dinner, Growler may cook it, and Greedy, Whiner and Squealer may stay at home and quarrel for their share, but not one of you shall eat a bite of it."

And lo, upon each pig's nose there hung a heavy iron ring. They squealed with rage and pulled at the rings, only to make their noses bleed and hurt.

The kind fairy felt sorry and told them if they would let the rings alone, they would be able to eat in a few days *after* Thanksgiving. Then she added, "I have also made rings of your tails so that whoever sees them may remember that it doesn't pay to be selfish like a pig."

When she left them she went to comfort the little scared rabbit. He was hiding under the hedge, afraid to come out.

"Little Bunny," said the fairy, "they say you are timid, but would you be willing to help the little Blind Pig on Thanksgiving Day? All the pigs have refused to."

"I will if I can," replied Bunny. "What do you want me to do?"

"Go to the Wild Boar of the For-

est, prove to him that you are as brave as he is, and he will give to you the Magic Glasses which alone can cure the little Blind Pig."

"It frightens me to think of it," said Bunny. "The Wild Boar is so terrible, but if there is a chance that I can get the Magic Glasses, I will go." And away he hopped.

He could not go very fast so it was many days before he came to the den of the Wild Boar of the Forest. He was so scared he could scarcely knock and when the Boar himself came to the door, poor Bunny shivered with fright and nearly fell over.

"What do you want?" roared the monster and the scared little rabbit managed to stammer, "The m-m-magic g-g-glasses, p-p-please, b-b-but I am not b-b-brave."

For a moment the Boar was too astonished to speak, then he handed the Magic Glasses to Bunny, saying, "You are the bravest animal I have ever known, to dare to come alone to a monster like me. Go in safety."

Bunny didn't have to be told twice to go, and it was a very happy little rabbit who hopped into the barnyard early Thanksgiving morning and gave the Magic Glasses to the kind little fairy who was watching for her.

They found the little Blind Pig and put the glasses over his eyes. He gave one squeal of joy and said, "I can see! I can see! Thank you, Bunny! Thank you kind Fairy."

"Now come with me," said the Fairy, and she led them to the Thanksgiving dinner, which Rooter had bought and Growler had cooked but which none of the selfish pigs could eat, although Bunny and the Pig who had been blind wished to share it with them.

(This is a good action story. Dramatized it will make a whole program for an entertainment.)

**AN OVERWORKED ELOCUTIONIST.**

*Carolyn Wells in November St. Nicholas.*

Once there was a little boy, whose  
name was Robert Reece;  
And every Friday afternoon he had  
to speak a piece.  
So many poems thus he learned, that  
soon he had a store  
Of recitations in his head, and still  
kept learning more.

And now this is what happened: He  
was called upon, one week,  
And totally forgot the piece he was  
about to speak!  
His brain he cudgeled. Not a word  
remained within his head!  
And so he spoke at random, and this  
is what he said:

"My Beautiful, my Beautiful, who  
standest proudly by,  
It was the schooner Hesperus — the  
breaking waves dashed high!  
Why is the Forum crowded? What  
means this stir in Rome?  
Under a spreading chestnut tree there  
is no place like home!

When Freedom from her mountain  
height cried, Twinkle, little star,  
Shoot if you must this old gray head,  
King Henry of Navarre!  
Roll on, thou deep and dark blue  
castled crag of Drachenfels,  
My name is Norval, on the Grampian  
Hills, ring out, wild bells!

If you're waking, call me early, to  
be or not to be,  
The curfew must not ring to-night!  
Oh, woodman, spare that tree!

Charge, Chester, charge! On, Stanley,  
on! And let who will be clever!  
The boy stood on the burning deck,  
but I go on forever!"

His elocution was superb, his voice  
and gestures fine;  
His schoolmates all applauded as he  
finished the last line.

"I see it doesn't matter," Robert  
thought, "what words I say,  
So long as I declaim with oratorical  
display!"

**O. T. R. C.—OUTLINE FOR NOVEMBER.**

*By Supt. J. P. Sharkey, Member of Board of  
Control, Van Wert, Ohio.*

Study Chapters VI, VII, VIII, IX  
and X. Outline for October should  
have included Chapters VI and VII.

Bear in mind that we are studying  
an English Classic; that Parkman  
has written not only history but pure,  
vigorous, simple English.

**BIOGRAPHY.**

Read "French Pathfinders in N.  
A.," by Wm. Henry Johnson; Park-  
man's Jesuits in N. A.; Chapter I in  
Fisk's "Discovery of America;"  
Prof. Thwaite's "Father Marquette."

Contrast Marquette and La Salle.  
Was LaSalle visionary or intensely  
practical?

What are the leading characteris-  
tics of the Jesuit Order?

Make a careful estimate of the  
work and influence of Hennepin.

Describe the "Griffin."

Will "a burly friar neither great,  
nor good but an entertaining scamp"  
fit Father Hennepin?

Locate the Thousand Isles. St.  
Ignace, Fort Frontenac, Lewiston,  
Three Rivers.

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It is far better to win the boy than to freeze him. Icicles are cold.

\* \* \*

It is rather a one-sided show if the pupils grow more than the teacher.

\* \* \*

THANKSGIVING exercise should be something more than a mere entertainment.

\* \* \*

WONDER if the pupils will include their teacher among Thanksgiving blessings.

\* \* \*

GET the boys and girls to grade teacher's deportment some day. Alack-a-day!

\* \* \*

WHAT if the teacher who poses should forget some time. Wouldn't that be awful!

\* \* \*

SOME people go wrong because they do not have work enough. Keep grain in the hopper.

\* \* \*

SAYING the same thing in a dozen different ways is better than saying it a dozen times the same way.

\* \* \*

CENTRAL Ohio meeting at Columbus November 8 and 9. The new Memorial Hall is large enough.



THE wise teacher delegates to the pupils as much work as possible. They like it, and thrive upon it.

\* \* \*

A COLLEGE professor recently said that he is often amazed at the capacity of some students to resist instruction.

\* \* \*

DR. BURNS unlocked the poetry of Emerson for Reading Circle people last month with a golden key. He knows how.

\* \* \*

THE teachers who went to Europe last summer see things now in new relations, in History, Literature, and Geography.

\* \* \*

How many teachers are waiting for some one to come around and show them how to begin work in the pupils' reading circle?

\* \* \*

It is unkind to think that it is our special mission to supervise and expurgate every edition of childhood that comes to our class.

\* \* \*

BULLYING, even if it is done prettily, does not produce more sunshine for anybody. Even this kind leaves a bad taste in the mouth.

\* \* \*

SOME one says that the children need a model more than they need a critic. The model need not be mounted upon a pedestal.

\* \* \*

THE looking-glass that would show us to ourselves as we appear to other people wouldn't be a very acceptable gift to any of us.

\* \* \*

IF we can get the young people to have a logical sense of values we may justly claim that we have helped them toward an education.

SOMETIMES the soul that is really alive rides over tradition and convention in the flight toward the sun. Fences were not made for birds.

\* \* \*

Do your pupils refrain from cheating for fear of discovery or because they oppose it on principle? There is a vast difference between these.

\* \* \*

LOOK at the cover of the October MONTHLY again and tell us whether those are buckeyes or horse-chestnuts. If you don't know, ask Dr. Burns.

\* \* \*

IT is always a question whether the student should try to learn something of everything or everything of something or merely something of something.

\* \* \*

WE hope that during the period of hibernation the teacher in the country will dream out some definite plan for a school garden in the early spring.

\* \* \*

JUST as soon as the busy season is over, after we get our corn husked, and the fodder stacked, it is our purpose to write a learned treatise on *The Finikin*.

\* \* \*

A TEACHER in one city building has such a strident voice and uses it so constantly that the other teachers close the doors of their rooms for self-protection.

\* \* \*

THE teacher who wraps himself about with formalities soon becomes complacent and self-satisfied and then it doesn't take long for him to become petrified.

\* \* \*

THE city teacher may find solace in the reflection that in some rural schools the teachers have as many as

thirty-five recitations each day — besides "home-work."

\* \* \*

WHEN we read in a book of "the mere murky mouthings of a meager mind" we quit talking instant and started at once upon the noble work of teaching school.

\* \* \*

SOME few teachers, here and there, seem to be quite lifeless save only now and then when they rouse themselves from their lethargy to ask for an increase in salary.

\* \* \*

ONE little fellow, after a month's experience in a city school, confided to a member of the family that, in all that time, he hadn't learned anything but the fire-drill.

\* \* \*

THE teacher might be in worse business than training pupils to keep their desks in order, to be neat and clean in their persons, and to have respect for method in all things.

\* \* \*

IF each teacher in a building is trying all the while to reinforce and emphasize the work of all the other teachers in that building the harmony and "team work" will tell for good.

\* \* \*

THE Reading Circle folk must have discovered, ere this, that the MONTHLY is trying to further their interests in giving to them the sort of helps that really helps. See the articles by Dr. Burns and Supt. Sharkey in the October number.

\* \* \*

"If dogs could talk, they would abuse the power, as humans do, and soon descend to the human level. They would lose the dignity that silence alone bestows, and become bores — like the rest of us."

SHE teaches in Jackson county in a country school and has been walking two miles and more to school every day, walking with a queenly air because she is animated by a noble purpose and loves the girls and boys.

\* \* \*

GAIL Hamilton once said: "If there is one thing I cannot abide it is settling down into anything. "Settle" is just another word for growing set and crusty and routiney." Herein lies one of the chief dangers in teaching.

\* \* \*

THE millionaire said he would give every dollar he has in the world to go back to the age of the school-boy with his opportunities, but it would require a surgical operation to get that into the boy's head. He simply can't think it.

\* \* \*

IF you have ever driven from Somerset to Rushville on a bright autumn morning and had the beauty of the hills, garbed in their many-hued forests, filter into your soul you learned anew why the poets glorify October.

\* \* \*

THE anti-rut prescription as given by Kate Douglas Wiggin consists of equal parts of adaptability, fluidity, and receptivity. If we do not possess these three qualities — well, the chances are we think we do even if others think we do not.

\* \* \*

HERE is the way Dr. Hillis puts it: "Where any human being possesses a soul whose windows are open on every side, so that all truth, all beauty, all goodness, come rushing in to enrich the house of man's soul, that man is educated, whether he has been trained by a college or is self-trained."

THE boy's point of view is always interesting. If he thinks his teacher is a living chapter from Revelations, you may be sure that his conception has some basis of fact. On the other hand, if he thinks the teacher is ever looking for a chance to "sting" him, well, the chances are that he came to that conclusion in a natural way, too.

\* \* \*

HENRY Van Dyke says: "Everyone knows what books are. But what is literature? It is the ark on the flood. It is the light in the candlestick. It is the flower among the leaves; the consummation of the plant's vitality, the crown of its beauty, and the treasure-house of its seeds. It is hard to define, easy to describe."

\* \* \*

WHEN we cannot speak well of a neighbor, better not speak at all. The world cannot be reformed by calling names. Perhaps we do not understand all the circumstances of this neighbor's life. If we did we might find him altogether worthy of our esteem and admiration. Before we condemn we'd better find out more about him.

\* \* \*

IN view of the importance that is to be given the subject of moral training in the public schools at the next meeting of the National Educational Association we are publishing in this number a symposium on the subject by prominent educators in order that our readers may be set to thinking upon the subject against the time of the Cleveland meeting.

\* \* \*

THE hills, the valleys, the autumn blaze of the trees, the rustling leaves, the winds moaning through the branches, the frost crystals along the path, the laughing brook beneath the

bridge, the fields tented with shocks of corn, the orchards with their treasures, the lowing of the cows at eventide, — all these and many more form the working capital of the soul that is really alive.

\* \* \*

CLEVELAND is already prepared to move forward in organizing for the great N. E. A. meeting of 1908, and it is hoped that no railroad complications will arise to interfere with her plans and purposes. The educational forces of the city and county are in perfect harmony and as soon as the teachers of the state know what is expected of them, there will be a united and organized effort to make the 1908 meeting the greatest in the history of the Association.

\* \* \*

"WHEN we cling to old ideas, old prejudices, old styles of dress, old business customs, old ways of doing things, little and big, in short, when we live in ruts, we transgress against the fundamental law of change; sooner or later we must pay the penalty. Nature is an exact accountant; she never forgets nor forgives, but always balances the debits and credits on each man's account with inexorable justice."

\* \* \*

THE boy asked the principal of the high school to be transferred to another teacher in a given study. This is a delicate thing to do and the boy was asked to explain his reasons for requesting the change. It developed that when this teacher was a teacher in the grade school this same boy was in her room and she called him "pet" names, and he resented it.

\* \* \*

WE publish in this issue a paper by Prof. Edwin B. Evans, of Otterbein University, which he read before

the Ohio Speech-Arts Association at the recent meeting at Columbus. This Association is doing much to stimulate a deeper interest in the art of speaking, including reading and conversation, a subject that is just now very prominent among the progressive teachers of English in our schools of all grades. We consider this paper valuable for all teachers.

\* \* \*

THIS particular boy determined to quit school and was out two weeks, but, finally, was prevailed upon to return. The mother wrote a very feeling note to the teacher and the teacher was wise enough to let the boy see that he had done a very noble thing and had made his mother very happy. In such a delicate situation there is need for great tact and good judgment to avert serious consequences.

\* \* \*

THE teacher who becomes so encrusted with tradition and convention that the crust can't be broken through with an axe, who is sure he is "It," with a capital, and that those who are different from him "in the estimation of a hair" are Pariahs and should become Flagellants, well, such a teacher may be abundantly satisfied with his supreme superiority but we can't help wondering what he thinks or how he feels when he reads "Except ye become as little children."

\* \* \*

HENDERSON says as follows: "The great people of the world have had this large versatility. You recall the tremendous sweep of Cæsar's activities. You see Michael Angelo painting Madonnas and building bridges, frescoing ceilings and shaping David. You picture Leonardo leading all Florence spell-bound by the charm of his many-sided genius. In Goethe,

you have poet, philosopher, statesman, scientist, artist, man of letters. In Franklin, you have a man distinguished, if I have counted rightly, in at least eleven different directions."

\* \* \*

IN a certain city in Ohio there lived two men. One was worth about a quarter of a million and the other about five thousand. Upon comparing notes as to the amount of taxes paid it was found that the man of small means paid out of all proportion to the wealthy man. Upon the basis of the first man's taxes the rich man paid on not over thirty thousand dollars, and, therefore, two hundred and twenty thousand dollars went scot free. It is just this sort of thing that menaces our communities at this time.

\* \* \*

IT was a recitation in algebra. All but four of the class were at the board, and these four were working with pencil and paper. All were solving the same problem, and each was striving to reach the goal first. The teacher simply read the problem. He was the general on the field directing the movements but took no part in the fighting. Every one was working up to his best, and time went by on wings. Firemen never worked with greater earnestness and intensity. The boys and girls didn't have time to listen to the teacher even if he had been inclined to talk. He knew his business. He didn't talk. It was a perfect recitation.

\* \* \*

SISYPHUS had a hard task, and not a bit of fun. He might have enjoyed rolling the stone to the top of the hill if there had been any hope that he would be able to keep it there, but to roll it up knowing that it would

surely roll down again — well, that is one way of spelling punishment everlasting. The school teacher has hard work, but no such hopeless task as fell to the lot of poor Sisyphus. There is always the element of hope in our work. It may be slow but we can feel day by day that we are making some gain, that we are "inching along" and this begets a joyous sensation and enables us to sing in the midst of our toil.

\* \* \*

LET us read section 5 on page 125 of "Elementary Education" again just to see if this paragraph has ever had exemplification in our own experience. There are opportunities every day if only we are wise enough to improve them. Now let us turn over to page 132 and read the sentence in italics: "Nine-tenths of the problem of school discipline is solved if children are kept interestedly busy doing worthy things." This is a school code that is worth while. This sentence should be written out in large red letters, all capitals, and pasted on the looking-glass that we may not miss each morning. Here is the key that will open up success if we know how to fit it into the situation.

\* \* \*

SAYS a charming writer in her latest book, "Many persons are a-hunger for change in themselves. They are tired of their monotonous thoughts, feelings and self-expressions. They are tired of playing the same old role, in the same old way, on the same old stage. They long to have a different view-point, to do something out of the ordinary, to feel the stimulation of new associations and environment. They are stirred by the 'divine discontent' that points to higher realizations. Their tendency toward the unhabitual is so well es-

tablished that they turn toward whatever is new in thought, discovery and opportunity as instinctively as the sun-flower turns toward the light."

\* \* \*

IN "Seventy Years Young" may be found this paragraph: "Omit the customary dole of petty domestic problems. Instead of talking about your cook, or the weather, or disease, or neighborhood gossip, introduce topics of general interest. Speak of some work of art, some public movement; discuss the latest novel and compare it with *Adam Bede*, or call her attention to a paragraph by some favorite author, ask her opinion about the 'Psychology of mobs,' or name an afternoon for her to spend with you reading Shakespeare. Tell a funny story or incident. Sing a snatch of an old song and ask if she remembers the rest. Seize the opportunity to contribute something worth while, socially, for the gift of your friend's time and attention."

\* \* \*

THE world has always had many workers but the trouble has been and is that so many of these can not see what work needs to be done nor yet how to go about doing it till some leader comes along and points out the way. Julius Cæsar, Charlemagne, William the Silent, John Bright, Abraham Lincoln—these are a few of the men who showed distinguished leadership. The rank and file of teachers can never hope, perhaps, to attain to such heights as these, but in their own particular field they may develop qualities of leadership to some degree. In every issue of this journal we point out things to be done, hoping that we may incite teachers to pull themselves loose from their moorings and enlarge their field of activity.

HERE is a fine young fellow teaching out here not far away from Somewhere, who has large capabilities, large assets of good health and brain power, but who is frittering away his hours and days in petty politics and policies instead of applying himself to his books. He is going to seed far too soon, and the worst of it is, he seems to think that he is quite a fellow in the community. The knowing ones feel that it is really too bad for him to be thus restricting his own growth, and chances for advancement, but they are powerless to prevent it. He has the making of a thousand dollar man, but he seems bent on keeping his value down to half that amount. He's topping the haystack out entirely too soon.

\* \* \*

THE teachers of Ohio are arising in their strength and professional pride and are laying hold of the work incident to their profession with a masterful zeal. Time was when Reading Circle work was confined to a small number, but this year more than half the teachers of our State will be enrolled in this noble cause. At the present time the sale of Reading Circle books is so far in excess of sales in other years, at this date, that all who are interested in this feature of our professional life are rejoicing at the prospects for the year. The enthusiasm in this cause is good to see, and we feel quite certain that by the end of the year Ohio will be conspicuous among educators throughout the United States because of her showing in this work.

\* \* \*

BUT, really, what is one to do? You know that nothing short of surgery will save the pupil from failure. You know, also, that the surgery necessary in the case will

send the pupil home in tears and, probably, bring upon you a parental visitation. It will cause friends of this pupil to say unkind things of you and place you in a class toward which you have no yearning. Why not let matters drift along? Perhaps the pupil will drop out of school in time, and then your popularity will remain unimpaired. But here is an opportunity to save a life. Would you jump into the river to prevent one's committing suicide? If the parents have let the pupil drift shall the teacher do the same? Really, what is one to do?

\* \* \*

TEACHING school may become a narrowing work if we permit it, and only by resistance can we ward off this effect. We have seen a few superintendents who were so busy with petty, red-tape affairs that they were in danger of neglecting the "weightier matters of the law." Upon one occasion we published an article that created a sensation both in America and, in a less degree, in Europe. Some weeks later we saw a copy of the MONTHLY on the desk of a superintendent who confessed that he had not read the article in question, that he had been so busy. It was easy to see that he was busy, but it was a sort of busy idleness, dawdling with little things that were really not important, many of which could have been delegated to a ten-year-old boy.

\* \* \*

IT is a good time now to unearth the report of the School Revenue Commission and read it again very carefully. It might be well, too, to mark some of the more striking statements in this report so as to acquaint ourselves with their full import. After this has been done the next step is to put our marked copy into

the hands of our member of the Legislature calling his special attention to the marked passages and dwelling upon their importance. If the school people are in dead earnest in their efforts to secure more money for the public schools this is certainly one of the best ways of showing that earnestness. It will not do to assume that some one else will do this. The responsibility rests upon the teacher who reads these words.

\* \* \*

ONE of the most difficult problems confronting the people who are studying the subject of taxation is how to get property listed for taxation at a fair valuation. They all know of the "artful dodgers" of taxes, but haven't yet discovered the remedy. The holder of a small property pays on a fair valuation, but the holder of large properties knows, apparently, how to evade taxes. The unfairness of this is apparent to everybody as well as the serious consequences, but, so far, no one seems able to devise a plan of making all property pay its just share of the taxes. No subject that will come before our Legislature has greater possibilities than this, and if our legislators, led by the Tax Commission succeed in solving this difficult problem the honor and glory that will be accorded them will not be confined to the boundaries of Ohio by any means.

\* \* \*

PAGES 107-114 of "Elementary Education" are crowded with practical good sense. These pages are good for the superintendent, for members of the school board, for the college professor, for the principal, for the country teacher, and for the city teacher. They are good for all the hours of the day, and for all the days of the week. They abound in sugges-

tions that tend to harmonize the work of teaching, and that will give a flavor of joy to the drudgery. The pages of chapter VI, preceding these, furnish a scholarly foundation for these pages of conclusions and suggestions. These eight pages are good ones on which to use the pencil for purposes of emphasis and they are good ones, too, for a second or a third reading. They are the very quintessence of pedagogical gump-tion.

\* \* \*

It may seem a comparatively simple, easy matter to put down marks in a book indicating a boy's deportment but if we should be required to grade his spiritual behavior we might find ourselves sorely perplexed. Of course, the spiritual parvenu could do it instantly, but the sedate, thoughtful teacher who has insight, would far rather grade a test in arithmetic. If John Murdock had been called upon to grade Robert Burns in music he would have given him zero, which shows how little some teachers know of some boys. It is altogether reasonable to assume that, if we could only see the spiritual behavior of some of our pupils, our own conduct in the premises would seem despicable. The child is sometimes soaring into the infinite while his teacher is splashing about a mud-puddle.

\* \* \*

THE increase in the salaries of teachers has been gratifying, but the most generous increase that has been made does not equal the increase in the cost of living. We seem to be passing through a period of transition and every one who studies economic conditions sees that a more complete readjustment is inevitable. In this readjustment the interests of teachers are too apt to be obscured or entirely overlooked. Ten years ago the

farmer received twenty-five cents for a chicken. Now he receives fifty cents. Then he paid the teacher forty dollars. Now he pays him fifty dollars. If the teacher's salary increased with price of chickens he would now receive eighty dollars. The other morning a farmer was driving his hogs to market and he had sold them for six and a half cents a pound. By the same token he should go back home and add ten dollars a month to the teacher's salary.

\* \* \*

It would be well for every rural school to have a Corn Day program in the near future and invite the parents. Corn is such an important factor in the commerce of Ohio that the boys and girls should be taught to give it its full meed of praise. Such a program would, naturally, have corn decorations and some exhibits of corn itself, and also of some of its products. One pupil might give the names of the States which produce corn in large quantities, another might tell of soils and the process of producing, and still another might name the products of corn and detail their relation to civilization. Others might read or recite poems that glorify corn. Such a program could be made interesting and profitable. Abundant material can be had by any one who looks for it.

\* \* \*

MR. Superintendent: Are there any teachers in your corps who do not read some educational periodical? Do you ever say anything to them about it? What do they say? Then what do you say? Would you employ a physician who does not read professional literature so as to keep abreast of the advances that are being made in medical science? Do you think it wise or well for a teacher

to lag behind the procession? In your judgment, is a certificate all that is necessary to prove the fitness of one to teach school? Will not these same teachers follow along the line of least resistance, just as long as you will permit it? Do you feel any responsibility in the matter? Are these teachers doing all for the children that is possible? Why don't you see to it that they do more?

\* \* \*

THERE was a time when a member of a school board was not supposed to know or care very much about the internal work of the schools. But that time is past, and the most useful member of a board now is the one who is in most hearty sympathy with the teacher in her work with the children. Of course, he must understand the material side of the problem, but if he can hear the heartbeats of the school his presence on the board is a boon to the teachers and to the children. If he is big enough to believe that the work is important even though he does not fully understand, to the full, the inner workings, so much the better. No man is too big, or too wise, or too good, or too sympathetic for membership on a board of education. The bigger and better the man, the better for the schools.

\* \* \*

THE last sentence on page 116 of Prof. Keith's book reads as follows: "But officiousness, tactless nagging, and blustering, are always harmful." The question will readily be asked, Harmful to whom? A little consideration will prove that these things are harmful to the teacher and to the pupil as well. There is such a thing as a fair understanding between teacher and pupil that makes all these things superfluous, but even if this



understanding does not exist these things only tend to push it farther away. The teacher is supposed to be wise enough, and patient enough, and gentle enough to win the recalcitrant pupil to her way of thinking. This, of course, may take time, but it will repay all the patient waiting when it comes. But it never has been, never can be brought about by nagging.

\* \* \*

NICE, isn't it, this sitting before the fire again seeing pictures in the coals and building air-castles? It is really great fun, and happy is that child whose life is reposeful enough to enable him to do just this thing. Certainly, there are the lessons to be learned, but a dream of half an hour before the fire just before supper will not hurt the lessons any. Of course, if the child is dinned at to get ready to go out to some function there is no time for pictures in the fire. This is one reason why the country-bred child has a greater stock of reserve power than his city cousin. The city child is too rushed, too much agog to have time to grow inside. The girls must stand in the receiving line instead of playing with dolls on the floor before the fire, and the boys are on the corner smoking cigarettes. It is a thousand pities thus to rob children of their childhood.

\* \* \*

TEACHERS of rhetoric will appreciate this quotation from Henry Van Dyke's *Essays in Application*; "The work is the great thing. The delight of clear and steady thought, of free and vivid imagination, of pure and strong emotions; the fascination of searching for the right words, which sometimes come in shoals like herding, so that the net can hardly contain them, and at other times are more shy and fugacious than the

wary trout which refuse to be lured from their hiding places; the pleasure of putting the fit phrase in the proper place, of making a conception stand out plain and firm with no more and no less than is needful for its expression, of doing justice to an imaginary character so that it shall have its own life and significance in the world of fiction, of working a plot or an argument clean through to its inevitable close; these inward and unpurchasable joys are the best wages of the men and women who write."

\* \* \*

IF only all fathers and mothers manifested as deep concern in the boys as their teachers there would come a great change in the situation at school and at home. Dr. Winship tells of a man who had accumulated a million dollars, but had let his four boys go to ruin. He saved money but did not save his boys. Then all his money could not bring his boys back nor cure his broken heart. There is in jail now a certain young man awaiting a second trial whose father was very wealthy. That boy was deprived of many things in childhood which only parents can give. He needed restraint but failed to get it. He needed training in work, but failed to get it. He needed a good straight look at himself, but failed to get it. If parents fail to do their work the teacher's work is doubly hard.

\* \* \*

THE advance memberships to the Ohio Teachers' Association are beginning to flow in to Treasurer J. K. Baxter, Canton, and we hope the stream will increase in volume. At the county associations the matter should be agitated, for the reputation of the county is in the keeping of each teacher in that county. If you will look over the list of members as

given in the MONTHLY for July you will readily discover whether your county had a worthy representation at the last meeting, and if not, it will redound to the credit of every teacher of Ohio who reads these words to send his dollar without any delay to the Treasurer and then get some of his neighbors to do the same. There were 1,618 members this year and surely we can increase it to 2,500 next if you and your neighbors will join in the chorus right away.

\* \* \*

It has been said over and over again that a child learns more in the first six years of life than all the remaining years. No one seems to have thought enough about it to controvert the statement, and, since it is a ponderous affirmation we all repeat it glibly and take to ourselves the glory of a great discovery. The statement may be true, but mere repetition doesn't prove anything. During the first six years the whole family is concerned in furnishing the child material for ideas. Then begins the period of repression. We spend six years in stimulating the child's curiosity and in the seventh slap its hand to check curiosity. The chances are that if the family, the friends, the teachers, and the playmates all contributed idea material as was done during the first six years, and refrained from repression this old saw would be relegated to oblivion.

\* \* \*

A WRITER in a recent number of the *Saturday Evening Post* inveighs against what he is pleased to call "lily-of-the-field education," having in mind, no doubt, the statement "They toil not, neither do they spin." He is fair enough, however, to admit that industrial training is coming into the schools and that this will

tend to modify the evils against which he brings indictment. In order to make out a case writers of this ilk become extreme in their wholesale denunciations of paper-cutting, cardboard work, bent-iron work and the like. These gentle arts have a refining influence and, also, give a certain skill that will be valuable to the artisans and the home-keepers of the future. "If to do were as easy as to know what were good to do, chapels had been churches, and poor men's cottages princes' palaces."

\* \* \*

Do the boys of your school always treat ladies with gentle courtesy? Do they give up their seats in a car to a lady or an elderly gentleman? Do they listen attentively when their elders are speaking? Do they walk a mile to return the excess change given to them by mistake at the grocery? Do they give up the ticket to the conductor after he has passed them by? Do they rejoice in a victory on the battle field that was won by an accident on the opposing side? Do they always speak of their parents in terms of respect? Are they prompt to acknowledge a mistake and strive to make amends? Are they willing to accept the consequences of an indiscretion rather than have them meted out to one who is innocent? Are they willing to become unpopular in their defence of right conduct?

\* \* \*

THE nineteenth century American had a good time telling the world at large of the bigness of his country, indulging in statistics as to square miles of surface, thousands of miles of railroads, millions of bushels of corn, wheat and oats, the miles of cars required to haul the sheep, cattle, and hogs to market, and all that sort of thing. That was all very well

for that far-away century, but we are getting pretty well into the twentieth century now and have a different program. The twentieth century American has to do with quality rather than quantity, and unless quality is his watchword he is behind the times. We don't want the biggest thing on earth now; we want the best thing. This must be the slogan of the individual, of the home, of the community, and, above all, of the school.

\* \* \*

Mr. Was and Mr. Is are related in a way and are neighbors, but they are very different. Mr. Was is resting upon his laurels and spends his time in reciting the tiresome accounts of his achievements. He has built a throne for himself and there he sits day in, and out, waiting for incense to be burnt upon the altar before him. Mr. Was is well satisfied with himself and what he has done, and can see no good reason why he should not be canonized. Mr. Is is different. He's busy, so busy, in fact, that he hasn't time to think about yesterday. He's down on the ground doing good honest work, and laying a broad foundation for to-morrow. He's rather elemental, to be sure, and doesn't wear his company clothes, but he has good red blood and wants "to live by the side of the road and be a friend to man."

\* \* \*

PRINT is a delusive thing. When we see it we scarcely realize that at one time the words were written on a bit of paper with a pen in the hand of a mere man or woman. The ink of the printer has caused a glamour to come over the words. Now, here sits at this table a scion of the human race writing these words wondering all the while if they will be read by those teachers over there in Belmont county, or those others in

Jackson, or Licking, or Ottawa and wondering, too, if what is written will help these teachers in their work. Then, sometimes, he wonders whether the teachers look upon these words as real messages from one person to another, or whether they think of the words as mere print, designed to fill up the page. It makes all the difference in the world how the reader views the words on the page of print.

\* \* \*

LET us take half an hour on Thanksgiving morning to count our blessings. The temporal blessings of the year each one must recount for himself, but we can count our professional blessings in concert. It will be easy to enumerate quite a list if we look back carefully over the year. We can all note better educational conditions. Boards of education answering the call of the people are providing better equipment for the schools, better buildings, more apparatus, more supplementary reading, and more salary for the teachers. We receive pay for institute attendance, and had the privilege of the institute free from financial worry. The institutes themselves were better than ever before. The Reading Circle has taken on new life and teachers feel it an honor to belong to such a large and earnest body of workers. The Ohio Teachers' Association has made a great advance movement and every teacher in Ohio now feels that this great body is actively engaged in promoting his interests. Through the work of this body, in large measure, the entire State has been aroused on the subject of providing more money for the public schools, and that subject will be prominent in the Legislature at the coming session. The N. E. A. is to meet in Cleveland next year, making it possible for hosts of our teachers to attend who have

never attended a meeting of that association. Then, too, we feel in our schools the influences of the civic forces that are bringing about more wholesome conditions in our communities. Wrong-doing is frowned upon and Right is being enthroned. These are among the things that we as teachers have to be thankful for.

#### NORTHWESTERN OHIO SCHOOL-MASTERS' CLUB.

The second meeting of this club was held at Toledo, Oct. 11, and it would be difficult to over-state the success and pleasure of the meeting. No finer set of school men can be found anywhere than in that section of Ohio, in that they are quick to hear calls for work, and their work gives zest to their hours of relaxation. The dinner was unusually good, and the toasts were even better. The first response was by Hon. John E. Gunkel on "Man Building." He is President of the National Newsboys' Association, and spoke out of abundant experience of his efforts to make manly men out of unpromising boys. Not a school man present but revised his pedagogical creed. Supt. C. L. Van Cleve spoke on "The Holy Grail." His speech was full of earnestness and feeling and is epitomized in the following beautiful stanzas which he quoted with fine effect:

Across the fields of long ago  
He sometimes comes to me,  
A little lad with face aglow —  
The lad I used to be.

And yet he smiles so wistfully,  
Once he has crept within —  
I wonder he still hopes to see  
The man I might have been!

President C. C. Miller, of Lima College, spoke on "Enthusiasm of Congenial Souls," and bound the company together more closely than ever by his stirring appeal. Next came John W. Dowd, who spoke on "The Old Guard," and no more eloquent tribute was ever paid to the former school men of Ohio. It was eloquent, full of pathos and tenderness — really a prose poem. Supt. J. P. Sharkey, of Van Wert, presided, and Chas. M. Brunson, of Toledo, was in charge of affairs in general, both doing their parts to the complete satisfaction of all concerned. Those present were: J. P. Sharkey, A. E. Winship, John W. Dowd, John E. Gunkel, T. B. Pinkerton, C. L. Van Cleve, C. A. Seiders, F. B. Pearson, T. W. Shimp, C. C. Miller, R. F. Platt, J. E. Ockerman, C. G. Olney, M. L. Mohler, H. S. Hutchins, G. L. Brown, L. C. Irwin, R. C. Van Gorder, C. M. Lehr, J. P. Holloway, O. W. Holloway, C. A. Krout, N. D. O. Wilson, J. M. Canfield, L. L. Canfield, W. T. Roper, Frank Smith, R. D. Hollington, Jno. Schlatter, D. J. Beard, E. S. Poling, J. W. Whitmer, C. O. Castle, H. R. Jones, F. E. Reynolds, S. H. Layton, C. J. Biery, J. M. Beck, C. W. Westbay, C. M. Snyder, Geo. C. Dietrich, H. Claude Dietrich, J. A. Harlor, H. S. Armstrong, P. C. Zemer, W. R. Hatcher, O. C. Ault, L. L. Disher, B. O. Martin, Rex W. Wells, R. H. Demorest, C. G. Stewart, Wm. E. Moffat, J. T. Ward, W. M. Aikin, W. P. Holt, W. M. Schumacher, H. B. Muhlolland, Charles H. Thompson, J. W. Zeller, J. F. Smith, D. D. Dukes, Geo. E. Nelson, C. W. Brunson, W. F. Shaw, G. K. Lyons, J. H. Snyder, R. J. Kiefer, R. W. Reckard, H. H. Hoffman, J. E. Collins, E. W. Harvey, S. J. Lafferty, C. E. Stinebaugh, F. J. Stinchcomb, James

and treadmill of the grades; and that Chalmers, W. W. Chalmers, T. G. Pasco, Ed. A. Evans, A. D. Beechy, H. H. Helter.

**N. E. A. SENTIMENTS.**

My school days were happy, seriously speaking. I was a happy boy; all the year round I was happy. And in the loyal, tender, loving niches of my heart, I have builded the fairest shrines my affection can fashion, wherein I have placed the images of the saints who were my school teachers. Some of them are living; some are dead; all are old and gray. But there, where I alone can see them, they are all living; they are all young, with the morning light of love and enthusiasm shining in their faces. Memory makes them beautiful, and the years cluster about their brows like stars.—*Robert J. Burdette.*

\* \* \*

The public school must be made and kept the school for all, without recognition of classes or conditions, and it must shape its work and plan so as to close no door, but rather open the freest opportunity for the best achievement and the highest advance. The present rigid system of grades, whose chief excuse has been economic necessity, must yield to permit the more rapid advance of gifted and diligent pupils. The old district school without the grades was more humane. Nowadays the machinery of grades and courses is wondrously perfect, but the school exists for the child and not for the grades. The place of a child in reference to the grades is at any time to be determined not by what he has gone through in the past, whether of pages or classes, but by the work he is able to go on and do next. Too many minds and too many wills and

means bandaging the foot and strapping the skull to produce a standard size. Particularly do the two last years of the grades need to be refreshed and readapted. There is too much threshing of old straw in them; they are too wooden; they lag behind the growing life-interest, and the advancing mental cravings of the pupil. After completing six grades a boy is ready for something new and something that will lay hold upon his opening interest in the process of life. If you withhold it you may lose him, or at any rate his interest in the school; and if you lose that, you might as well lose him. Your boy is 12 years old or more. Now is the time to offer him the opportunities of instruction in the industrial arts, or the agricultural arts, or in business practice, and now is the time to begin language study if any foreign language is ever to be learned.—*B. I. Wheeler.*

\* \* \*

There is no task of the teacher that can surpass in importance this work of forming right tastes of reading among children. It makes not so much difference what children learn as what they love. What they learn they will forget; what they love they will keep. If children do not learn to use and appreciate good books while at school, they will hardly ever learn, and their education will not amount to much. The school has to do with child and youth, but the library has to do with the child, the youth and the man until the end of his life. A good book is a blessing, but an evil one a curse.—*D. B. Johnson.*

\* \* \*

It seems fair to consider the question of teachers' salaries and promotion from the standpoint of services rendered the community, from the ambitions are dulled by the routine

standpoint of efficiency of the teacher. If the schools are to be carried on in the interest of the rising generation; if the welfare of the children in them is the fundamental consideration, we must be governed in fixing teachers' salaries by estimates of the value of the services rendered by them. Any consideration is invalid except in so far as it affects efficiency. An increase of salary based upon length of service only, can be defended successfully so far as it can be shown that length of service conduces to greater efficiency in the work of the school room. Differences of salary based on sex can be defended only by showing that sex is a factor that of itself makes a man or woman more or less efficient as a teacher. Increases of salary based upon zeal, scholarship and student-like habits must alike be tested by this criterion of efficiency. It is believed that a teacher in a good school will increase in efficiency for four or five years even if she relies on her school room experience for information and inspiration, but it is doubtful whether this increase will continue over a longer period unless the teacher is induced in some manner to study and prepare herself for better work. Unless she does this, the chances are that before the end of the decade, a decline in efficiency will set in which will proceed steadily as the years go by. A schedule of salaries then, may include a lower group, making provision for yearly advances covering a period of four or five years. At the end of this time, if the teacher does not give evidences of continuous increase in efficiency, in professional zeal, and in student-like habits, she should be stopped. No teacher should be allowed to advance in salary after she ceases to advance in efficiency.—*E. G. Cooley.*

#### EDUCATIONAL NEWS.

—Commissioner Jones has been invited to deliver an address before the Kentucky State Teachers' Association the last week of June, and now that the Ohio meeting has been postponed one year he will probably accept.

—Supt. C. E. Oliver, of East Palestine, has a lecture on "The Life and Character of Aaron Burr" which he has delivered many times in Eastern Ohio and Pennsylvania, and which has elicited enthusiastic comments by those who have heard it and who know what a really excellent lecture is.

—The Cincinnati Schoolmasters' Club now numbers just about one hundred and fifty members, about one hundred of whom attended the first meeting for this year, October 12. Charles H. Porter presided, and the speakers were Supt. F. B. Dyer, Prin. Louis Schiel, Prin. S. T. Logan, Prin. J. R. Cummins, Prof. Burris, of Cincinnati University, and Prin. E. D. Lyon. The guests of honor were President Charles W. Dabney, Dr. A. E. Winship, A. B. Johnson, and Supt. Arthur Powell. The topics discussed were, "The Proper Examination and Certifying of Teachers," "The Teachers' Training Schools in Connection with Colleges and Universities of Ohio," "Taxation," and "Teachers' Pensions." The consensus of opinion seemed to be that the pension should be \$500 per annum, and that this should be made effective throughout the State.

—Supt. J. L. Clifton, of Mendon, has assurances that when a few changes have been made which have been decreed by the board of education the school will be made first grade.

— It was William Morris who said: "I bid you live in peace and patience without fear or hatred, and to succor the oppressed and love the lovely, and to be friends of men, so that when ye are dead at last, men may say of you, 'They brought Heaven down to earth for a little while.'"

#### HIGH SCHOOL TEACHERS' OPPORTUNITY.

Many English teachers will be glad to learn that they can get a Classic for ten cents that is well bound, carefully edited, has excellent notes, and texts that are accurate and authentic. Over 100 different Classics to select from, including the College requirements. Let us send you a complete list. The Educational Publishing Co., Columbus, Ohio, Depot, O.

— The faculty of the Central High School in Cleveland, is a happy, harmonious family. Principal E. L. Harris has not only grown *into* the position which he has filled so successfully for so many years, but has grown *with* it as the great school has developed. Just at present there is a little friction between him and his first assistant, Solomon Weimer, caused by a race between them to see which one can weigh the most. On October 4, the score was nearly tied and the game was called on account of lack of provisions.

— The Ohio Speech-Arts Association at the annual meeting Oct. 4 and 5 elected the following officers: President, Dr. Alston Ellis, Athens; Vice-President, Prof. Frank S. Fox, Columbus; Secretary, Miss Grace E. Makepeace, Cleveland; Treasurer, Ladru M. Layton, Springfield; Literary Committee, Prof. C. M. Flowers, Norwood; Prof. E. R. Moses,

Concord; Mrs. Elizabeth M. Irving, Toledo. The meeting was very inspiring. Those who took part in the program were Dr. Alston Ellis, Miss Minnie Anna Hatch, of Columbus; Prof. C. E. Blanchard, Ohio State University; Miss Hallie Q. Brown, Xenia; Hon. Edmund A. Jones, Columbus; Dr. Edwin W. Chubb, Athens; Miss Grace Littleford, Cincinnati; Prof. John S. Royer, Columbus; President L. H. Schuh, Columbus; Montaville Flowers, Joseph O'Meara, Cincinnati; and Prof. Edwin B. Evans, Westerville, whose paper we publish in this issue.

— Prin. M. W. Coultrap, of Troy, has been elected Professor of Mathematics in Northwestern College at Napersville, Ill.

— Prof. Ross, a graduate of Leland-Stanford, takes the chair of Physics and Chemistry in Antioch College, succeeding Prof. H. H. Higbee, who goes to Europe for a year.

— Mrs. Augusta Dickson is the new teacher of English in Steele High School, Dayton.

— The city institute of Van Wert was held Oct. 3-5 with the following instructors: Dr. Herbert Welch, Delaware; Prof. W. W. Boyd, Columbus; Miss Louise Klein Miller, Cleveland; Supt. C. J. Biery, Wauseon; Prof. E. F. Weckel, Canton. Music was furnished by local talent, including the High School Girls' Chorus.

— The rural teachers will be interested in the N. E. A. meeting at Cleveland next year, especially in the report of the Committee on Industrial Education for Rural Schools. This committee is Dr. Elmer E. Brown, United States Commissioner of Education, Washington, D. C.;

Supt. O. J. Kern, Rockford, Ill., and Dr. Lorenzo Dow Harvey, North Menominee, Wisconsin.

— Supt. Will C. Merritt, formerly of Dublin, has charge of the schools of Monclova township, Lucas Co., with nine schools under his supervision.

— Supt. C. L. Van Cleve, of Toledo, has already demonstrated that he is a leader and the fine spirit of the teachers in responding is worthy of all praise. The first city institute, Oct. 11, was successful beyond anticipation. The Toledo teachers were all there, and, in addition, a large number of superintendents from neighboring cities and towns.

— Supt. J. V. McMillan, of Marietta, Prin. R. Heber Holbrook, of Pittsburg, and Miss Lucy D. Jenkins, O. W. U., Delaware, will be the instructors in the Muskingum Co. institute during the week of August 18-22, 1908.

#### LOOK UP TO THE HILLS.

Look up to the hills, to the light of  
their gleaming!  
Look up to the hills, to the mist of  
their dreaming!  
Look up to the peace and the joy of  
the hills  
Green guarding the valley, the wind-  
ing sweet rills!  
Look up to their glory and grandeur  
and wonder,  
Their feet in the fields and their head  
in the thunder!  
Look up to the hills and behold how  
they stand  
Rock-footed and stalwart and steady  
and grand!  
Look up to the hills and beyond to  
the gleam  
That leads to the peak and the star  
and the dream! — *Baltimore Sun*.

— A school without an encyclopædia has not attained full membership, and those who are not as yet full members should read the advertisement relating to the New International. A good encyclopædia is a necessity, and he who owns the International knows that he has the best.

— Supt. C. C. McBroom, of St. Mary's, is enlarging his vocabulary in order to make himself thoroughly understood by his son, who is just a little more than a month old.

— H. H. Cully, of Glenville (now Cleveland) is glad he has been annexed. When one visits the high school over which he presides, no explanation of his joy is needed. He is now reaping the harvest of the seed sown in years past, and all his friends rejoice with him.

— Miss Sara W. Featherstone, of the Toledo schools, is a true poet, as the following will show:

#### GLOAMING.

October, sunset-hued, slow fades  
Into mist-veiled November shades.

#### AUTUMN.

Its fever spent,  
The convalescing year reclines  
Soft-pillowed on new fallen leaves.

— The teachers in the Upper Sandusky high school are Supt. R. J. Kiefer, Am. Hist., Prin. Glenn E. True, Science, Miss Myrtle Byron, History and Literature, Miss Martha Juvenal, Latin, Miss Grace G. Davis, Mathematics. They have a strong course of study.

— The enrollment in the Lima high school is now beyond 500. Two years ago it was 340, an increase of nearly 50 per cent. The new building, better equipment, and the addition of



a commercial course are among the causes of the increase. French has been added as an elective, and there are now 25 in this study. Supt. Davison is always on the alert for improvements.

— Miss Vera Hildebrant, of Dayton, has been elected to the department of drawing and penmanship in the "Home" school at Xenia to take the work of Miss Bonner, resigned.

— The *Dresden Transcript*, published in full the address of Supt. E. E. Smock to his teachers at the opening of the schools. The following paragraph is a sample of the many good points made in this address:

"The contract entered into by a teacher with a board of education is exactly the same as any other contract, and each party is equally bound. After signing up if the board of education should find a better teacher and should conclude to excuse the first it would be very properly held in damages, yet many teachers on their part feel at perfect liberty to violate their part of the contract utterly regardless of the damage they inflict. There are many circumstances under which teachers are justified in resigning their positions and boards of education out of their good will for the teacher recognize such cases and accept resignations, but a person who will deliberately injure a year's school by resigning at a time that the place cannot but suffer in filling, for some trifling reason is possessed of a sense of honor entirely too low to be trusted with any responsibility."

— President C. C. Miller, of Lima College, will address the Ohio Club in St. Louis, Nov. 7. The leading spirit of this club was formerly a pupil of Dr. Miller at Hamilton, and the invitation does credit to both.

— Supt. Frank E. Wilson, of Mt. Sterling, finds his new position altogether congenial. There are 80 in the high school, an increase of 24 over last year. Miss Katheryn Weber, the Principal, had a delightful trip to Europe in vacation as a member of the *Dispatch* party, and her teaching is none the worse for the experience.

— The teacher asked her pupils to be ready to repeat a proverb the next day, and one boy gave the following: "A woman who has no husband can not go to heaven."

— Miss Frances Reinhard, a graduate of Ohio State University, has been elected teacher of English and history in the Wapakoneta high school.

— A school teacher, after spending forty-five strenuous moments explaining the mysteries of physiology to the primary class, sounded their intelligent attention by asking the definition of vertebræ. A small and anxious boy on the back seat arose and delivered the following: "The vertebræ is a long, wavy bone. My head sits one one end of it and I sit on the other."

— The enrollment at Coalton is 350, with 30 in the high school, with eight in the senior class, four boys and four girls. The teachers are Supt. O. T. Jacobs, Prin. Miss Sabina E. Cherrington, Miss Ella Ketter, Miss Anna Mae Jenkins, and Miss Jennie Burris.

— There has been two more high schools established in Monroe Co., one at Stafford, the other at Grogsville. W. L. West has been elected principal at Stafford, and Ruskin Dyer at Grogsville.

— Mr. R. R. Robinson, assistant principal of the Woodsfield high

school, has been elected principal at Hannibal to succeed R. C. Frouz. Mr. Robinson is an excellent teacher and we wish him success in his new work.

— Lakewood is an educational center and Supt. Frederick is the leader. His system of schools has grown from a village school, housed in one building with a half dozen teachers and himself for a high school faculty, to a thoroughly organized body of over 50 teachers working in well constructed and well equipped rooms for all the grades, and one of the best high school buildings in Ohio. The salaries paid are such as to command the highest talent from different parts of the country, and one of the best, of the many good things given by Supt. Frederick to the schools under his charge, in his extremely careful selection of teachers. His business management of the schools has constantly commended him to the tax payers and in thus gaining their confidence, he has been enabled to secure the funds necessary to maintain the high character of the work.

— At a meeting of the Executive Committee of the Ohio Teachers' Association the following resolution was adopted:

"In view of the fact that the N. E. A. is to be held in Cleveland, Ohio, in 1908, and further, that every teacher of Ohio is interested in having the Cleveland meeting the largest in the history of the Association, be it

*Resolved*, That it is the sense of the Executive Committee for the O. T. A. that there be no meeting of the State Association in 1908, and the committee concentrate its efforts in furthering the interests of the National meeting."

— Prin. Harlan E. Hall, of Mansfield, has published a booklet giving directions, addresses, and other data for securing helps free of charge for the teaching of many of the subjects in the school curriculum, especially botany, zoology, physics, chemistry, physical geography, and history. There are many such helps if only teachers knew how to get at them. Mr. Hall's little book tells just how these helps may be had. The price of the booklet is twenty-five cents.

— A few years since, visitors to Central High School, Cleveland, were shown the basement, not for the purpose of looking upon a modern heating plant, but that they might meet "Ben." Rannells, the jovial assistant principal, whose headquarters were under ground. He served with so much success there, that when the new East High School, one of the finest in the United States, was opened a few years ago, he was called to take charge of it with its 1,200 students. It is a treat to spend a day with him and see him and his life saving crew in action.

— Hon. W. W. Stetson, of Maine, and Prof. Geo. W. Knight, of Ohio State University, will be the instructors in the Pickaway Co. institute next August.

— Teacher: "If I never see you again," said a teacher to a model little girl, on parting, "I hope you will never forget to do your best wherever you may be and whatever tasks you are called to perform. I hope you will always be an upright, honest woman, truthful and brave."

Little girl (earnestly): "Thank you, and I hope you'll be the same."

— Supt. E. T. Osborn, of Summit, thinks their township has the most energetic, wide-awake reading circle

in Ohio. There are sixteen teachers, and all workers. Possibly other townships want the banner also.

IN THE ORCHARD.

(*Recitation.*)

When the fiery maples blaze through  
a smoke of golden haze,  
And the early frosts begin,  
Then we children have such fun,  
brisk and busy every one,  
Gathering the apples in.

It was such a pretty sight when the  
orchard blossomed bright,  
May-day wreaths on every bough,  
While the petals fell below in a drift  
of rosy snow;  
But we think it prettier now.

For we love the apples red, blushing,  
burning overhead,  
All a-tiptoe for a fall;  
Up the mossy trunk we spring, to the  
gnarly branch we cling,  
Till at last we pluck them all.

On a winter's night, when the fire is  
flaming bright,  
We will bring them from the bin,  
And with peals of laughter glad we  
will tell what fun we had  
Gathering the apples in.

— *Persis Gardiner.*

— Miss Lucile Shoemaker, who was for two years past the head of the English department in the Lorain high school, resigned at the close of last year, and will do graduate work in Chicago University. Her work was of a high order and her resignation was much regretted by all concerned. Her successor is Miss Marietta Hyde, who has for two years been at the head of the English department in the high school of Hornell, N. Y. Miss Hyde is a graduate of Smith College. She has already made a splendid beginning in her new position.

— Mr. H. C. Marshall, who has for many years been at the head of the Latin department in the Lorain High School, is now a teacher in the North High School, Columbus, a well earned promotion. The position at Lorain has been filled by the appointment of Miss Delia Richards, who last year was a first year teacher in the same high school.

— Miss Edna Barrows, a graduate of Oberlin College, and for the past three years a teacher in the high school of Menominee, Mich., is now a teacher in the Lorain High School. This school now has 12 teachers and 315 pupils.

— The third high school in Cleveland in point of attendance, and not second to any in beauty of location and character of work done, is the South in charge of Prin. C. P. Lynch. Years ago the writer saw him at work in the high school of Warren, and knew then that promotion was certain to come because of genuine merit. He has never needed to advertise.

— Manager T. W. McCreary, of Hotel Victory, Put-in-Bay, passed away a short time ago from cancer of the stomach. He will be greatly missed by the teachers when next they meet at Put-in-Bay. No man ever worked more heartily to give the teachers a pleasant time, and hundreds were proud to count him among their friends.

— Hon. F. B. Willis, of Ada, has been engaged as one of the instructors in Coshocton Co. for the institute August 31- September 4, 1908.

— Supt. Chauncey Lawrence, of Hilliards, has issued a neat manual of the schools which is full of good things. The teachers are, Supt. Lawrence, Prin. John B. Phillips,

Eva McCoy, Aida Skinner, Elizabeth Tudor, Whitney Stoneburner, Florence Carr, Mary Harper, Anna Dunbar, Grace Tripp, Belle Britton, Ota Latimer.

— Toledo has 690 teachers, and last year expended almost \$700,000 for the schools.

— The N. E. A. committee to report on the teaching of morals in the public schools is as follows: Prof. Walter Hervey, New York; President M. L. Bryan, Bloomington, Ind.; Supt. M. G. Brumbach, Philadelphia; Dr. Clifford W. Barnes, Lake Forest, Ill., and Supt. J. W. Carr, Dayton, Ohio.

— Prin. M. F. Andrew, of Cincinnati, and his teachers, are wearing their "hoorah clothes" these days by way of celebrating their occupation of the new Central Fairmount building. It cost \$150,000, and is a beautiful structure.

— Tommy had been punished. "Mother," he sobbed, "did your mother whip you when you were little?"

"Yes, when I was naughty."

"And did her mother whip her when she was little?" "Yes, Tommy."

"And was she whipped when she was little?" "Yes."

"Well, who started this thing, anyway?"

— The Miami Co. teachers had a good meeting at Covington Oct. 19, with President Orville Crist at the helm. Supt. Bennett and his teachers had everything ship-shape and the church ladies had a chicken dinner. The pupils of the local schools furnished the music, vocal and instrumental. Supt. J. W. Carr, of Dayton, gave an address on "Teaching as an Occupation," which was all white-

meat. F. B. Pearson spoke twice. The teachers of Troy, Piqua, and other parts of the country, were in large numbers, and the day was good for the town and for the teachers.

— Supt. L. J. Bennett, of Covington, recently issued a new manual of schools which is full of information, and as a whole, is an excellent bit of work. It contains a list of graduates by classes, and we note that thirty-eight of the graduates became teachers.

— A high school boy in answering a question relating to the laws of Ohio wrote: "No person under the age of twenty-one shall be sold liquor of any sort, male or female."

— The Champaign Co. teachers met at St. Paris, Oct. 19th, and Supt. Fortney had matters well arranged for the meeting. Supt. I. L. Mitchell, of Woodstock, read a paper on "Some of Our Failings," and Supt. V. W. Ross, of Christiansburg, on "Mental Development." Dean W. W. Boyd spoke in the morning on "Securing Attention," and in the afternoon on "The Personality of the Teacher." Supt. W. McK. Vance, of Delaware, gave an address on "The Teacher: an Appreciation." Music was furnished by the pupils of the high school.

— The high school at Troy enrolls 100 boys and 85 girls. This is a record to conjure with. There are eight teachers, and after the mid-year promotion of about forty pupils another teacher will be needed. Prin. Traber takes hold of the work in a masterful way, and is already a success.

— The Central Ohio Teachers' Association will meet at Columbus Nov. 8 and 9. Friday will be devoted to visiting the schools. At four

o'clock the faculty of Teachers' college will give a reception to visiting teachers at Ohio State University. At eight o'clock the first session will be held at Memorial Hall. The music will be directed by Mrs. Tillie G. Lord, Supervisor of Music in the Columbus schools. President W. H. Meck will read his inaugural address and this will be followed by the annual address by Inspector James L. Hughes, of Toronto, Canada, who has a wide reputation and will bring a great message. On Saturday morning at Memorial Hall will be held the final session, at which Dr. Paul H. Hanus, of Harvard, will speak on "Industrial Education," Supt. F. B. Dyer, of Cincinnati, on "Economy in Teaching," and President John A. H. Keith, of the State Normal School, Oshkosh, Wisconsin, and author of "Elementary Education," will speak on "Sociology of Materials and Methods of Education." This is a strong program, and the meeting will be a great educational event in Ohio. There is small need to urge teachers to attend, for they will flock to Columbus by train loads. We shall not be at all surprised to see four thousand teachers in attendance.

— Supt. J. W. Moore, of Leetonia, after an enforced absence from school because of diphtheria in his family, is back at his daily round of duties, and Leetonia is happy. John is happy, too, for his little son — the image of his father — is out of danger.

— Miss Blanche Loudon, of North Lewisburg, a graduate of the Ohio Wesleyan, is the new addition to the high school corps at East Palestine. She is teaching German.

— The Central Ohio School-masters' Club held the first meeting for

the year at the Ohio Club, Columbus, Oct. 18th. After an excellent dinner prepared under the direction of Mine Host Dun, Dr. Frank P. Graves read an excellent paper on "Our Debt to President Eliot," in which he reviewed in a luminous way the contributions of President Eliot to education at Harvard and in the field at large. This was the first appearance of Dr. Graves in a public address, and all present felt that Ohio State University is most fortunate in securing him for work in the new Teachers' College. The following were elected to membership: Dr. Frank P. Graves, Supt. H. S. Gruver, Worthington, and Prin. W. E. Sealock, Circleville. The following were present: Frank P. Graves, J. D. Simkins, E. B. Cox, W. H. Meck, J. A. Shawan, David R. Major, J. P. West, C. S. Barrett, Wm. McK. Vance, H. L. Frank, H. G. Williams, T. Otto Williams, G. W. Knight, M. J. Flannery, C. L. Boyer, F. S. Coultrap, W. H. Rice, E. B. Stevens, R. E. Offenhauer, J. S. Alan, G. O. Higley, G. N. Armstrong, W. W. Boyd, Edward M. Van Cleve, H. A. Cassidy, L. B. Demorest, E. A. Jones, S. T. Dial, J. J. Burns, T. J. Sanders, M. B. Griffith, C. D. Everett, Wm. McClain, C. W. Fretz, J. P. Sharkey, H. R. McVay, W. M. Townsend, J. W. Jones, J. H. Snyder, F. B. Pearson.

— The first Quarterly Institute of Paulding Co. was held at Grove Hill, Saturday, October 19th. Dr. Chas. Hauptert, of Wapakoneta, gave two addresses, one on Arithmetic and the other on School Discipline. Supt. Hauptert's addresses were practical. He has that very essential faculty — the power to set people thinking.

Supt. J. H. Finley, of Antwerp, a member of the Board of County

Examiners, gave a most excellent and sensible talk on the "Need of Better Spelling." Supt. Finley's talk was highly appreciated.

Resolutions of respect were offered on the death of Supt. Wm. A. Sellers, that plain, beloved and practical schoolman of Payne, and W. H. Green, of Tipton. There were seventy or eighty teachers present.

Supt. L. M. Eschbach, of Grove Hill, was the genial and acceptable chairman.

—Dr. Washington Gladden, not long since, gave expression to the following:

"Each following day will bring to all of us, I trust, the sacred and ennobling privilege of work — of work that shall give us knowledge and skill and trained faculty and power of service; work that shall add something to the common store of human happiness. Days of leisure and rest may come to us, but they must be exceptional days; the staple of our life must be productive labor.

"We touch here the spring of many of this world's miseries. There are millions in every grade of life whose deepest desire is to evade work, to get the good of life without paying for it full price of productive service; whose honest prayer would be every morning, if they spoke the truth, 'Give me this day some one else's daily bread — bread that someone else has produced by their labor and which shall come to me without my giving for it any equivalent of labor or service. A good many of our boys and girls in school, I fear, would rather evade their work than do it; if they can get marks for work not done they count themselves fortunate. The one great privilege which the day brings them they either spurn or

but grudgingly accept. What a tragedy it is!

"The older one grows, and the more one sees of the narrowness and poverty of the lives that lack knowledge, the deeper does one's sense become of the folly of those who waste these precious opportunities. Remember, then, boys and girls, that when you waken in the morning, the spirit of all wisdom is prompting you to say, 'Today let me do my work patiently, cheerfully, heartily; let me shirk no part of it; let me face my tasks bravely and accomplish them!' If you want to know the secret of a happy life, I have told the best part of it in these few words."

—Here is a paragraph from the celebrated Huxley that needs to be pondered. When we are inclined to admonish the boys and girls to think, we should first read this:

"Do you know what it is to think? It is to still the voices of reverie and sentiment, and the inclination of nature, and to listen to the language of reason; it is to analyze and discriminate; it is to ask the why and the wherefore of things, to estimate them at their real worth, and to give them their proper names; it is to distinguish between what is of opinion and what is of speculation — what of reason and inference, and what of fancy and imagination; it is to give the true and the false their respective values; it is to lay down a clearly-defined line between what is of true science and what is of surmise and conjecture; it is to know where one's knowledge ends and where one's ignorance begins; above all, it is to arrive at that condition of mind in which one can determine how and when to express what he knows, and in which one performs the more dif-

ficult task of abstaining from speaking about that of which he knows nothing."

THE CHILD'S WORLD.

Great, wide, beautiful, wonderful world,  
With the wonderful water around you curled,  
And the wonderful grass upon your breast —  
World, you are wonderfully dressed.

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water and whirls the mills,  
And talks to itself on the tops of the hills.

You, friendly earth, how far do you go  
With the wheat fields that nod and the rivers that flow,  
With cities and gardens, and cliffs and isles,  
And people upon you for thousands of miles?

Ah! you are so great, and I am so small,  
I tremble to think of you, world, at all;  
And yet, when I said my prayers to-day,  
A whisper inside me seemed to say,  
"You are more than the earth, though you are such a dot:  
You can love and think, and the earth cannot!"

—*William Brighty Rands.*

—Pennsylvania teachers are going to receive nearly a million dollars more money this year as a result of the new salary law. Of course some of the close-fisted farmers are objecting to the increase. In Bradford County, one of this type sarcastically

inquired of Supt. Putnam whether he found the teachers any better as a result of the large salary. His reply was to the effect that a few years ago I paid you thirty-five cents a bushel for your oats. This year I am paying you seventy cents. Are the oats any better? Here ended the conversation on teachers' salaries.

—There is a tradition that a resident of Montrose, Pa., once moved away from that mountain town, in disgust, because there were two months in the year that there was no sleighing. Whatever truth there may be in this, it is certain that those who attended the Teachers' Institute there the week of October 21-25, found a four-inch snow awaiting them to add its touch to the beautiful scenery. The early coming of real winter called attention to another statement made by a mountain resident that in Montrose they have only two seasons, viz: "Nine months winter and three months 'durned' late in the fall."

—If the modern theory that laziness is a disease be true, some of us can recall a home ready, to be applied externally, which used to be effective.

—The Eastern Ohio Association will meet at New Philadelphia Nov. 29, 30. Supt. J. M. Greenwood will give three addresses on the subject "An Unknown Teacher," "The Soul of Peoples," and "Supervision in General." Inspector James L. Hughes of Toronto, Canada, will also give three addresses on the subjects "The Old Training and the New," "Dickens as an Educator," and "The Bad Boy."

Supt. G. C. Maurer and his teachers are making great preparations for the event and this will be one of the conspicuous meetings of the year.

—There are school janitors in Michigan who should be slated for a place close to the throne. What a perpetual battle they fight against dirt! What an aid they are in discipline! What a healthful, wholesome influence they exert! What a cheer and comfort they are to the teachers! Some of them have grown gray in the service. We look forward with pleasure to meeting them when we visit the school. "Men may come and men may go but they go on forever." Here's to them! There is now and then one of the other sort found. One who seems to think that he is there to run the school, draw his salary, talk politics, shun and slight work, let dirt accumulate in the schoolhouse, on and in himself, undermine the teacher's influence, disorganize the school, do everything he should not and nothing that he ought. He got his place through pull, and keeps it through graft and craft, and because of cowardice or negligence of school boards. Thank the Lord there are not many of the species, and here's hoping that their shadows grow less and less and that none of their kind shall follow them.—*Mod-erator-Topics.*

—Dr. J. J. Burns has sent out the following statement to the county secretaries of the O. T. R. C.:—It is readily seen that changes recently made will call for added care in the vital matter of issuing diplomas to those only who by honest and successful endeavor merit them. Otherwise, as professional testimonials, they will be of little worth.

The Board of Control earnestly asks for your aid in carrying into effect the following. Announce its points to the teachers whenever two or twenty or more are gathered together:

Signing a membership card, or

pledge, and filing it with the County Secretary is the first step toward membership. Making good the pledge by faithful reading of the entire Course is the second step. Reporting *in writing* to the County Secretary before May 1st that this work has been done, is the third step. These three entitle the reader to enrollment by the County Secretary in his annual report to the State Secretary, and to the return of his Membership card endorsed by the County Secretary.

The "Reader's Statement" will be sent, as heretofore, to those reported by the County Secretary as having been members—doers of the three-for four or some multiple of four, years, and must be returned properly filled out before a diploma is issued.

#### THE HOUSE BEAUTIFUL.

By Stanley Lawrence.

I've a beautiful house in Arcady,  
It is fair! O so fair.

And a garden both sun-kissed and  
shady

Frames it there; folds it there.

Often times have I watched from its  
doorway

The wide sea, the bright sea,  
And have plucked the flow'rs which  
by the pathway

Bloomed for me; just for me.

And O sometimes harsh seems the  
transition

Fraught with pain, cruel pain,  
From the sea-mirrored hills of my  
vision

To the plain; the bare plain.

Yet a love-filled house real in my  
garden

With its care, all its care,  
Is far dearer than villa Arcadian  
Though 'tis fair; O so fair.



For the sweet sake of those it enfoldeth

It is dear, O so dear,  
And that tender bloom chilled by the cold breath

Of one year; one sad year.

### UNIFORM QUESTIONS FOR OCTOBER.

#### GRAMMAR.

"The burning sun of Syria had not yet attained its highest point in the horizon, when a knight of the Red Cross, who had left his distant northern home, and joined the host of the Crusaders in Palestine, was pacing slowly along the sandy deserts which lie in the vicinity of the Dead Sea, or, as it is called, the Lake Asphaltites, where the waves of the Jordan pour themselves into an inland sea, from which there is no discharge." The first nine questions refer to the selection given above. 1. Classify the above sentence as to form. Write the subject and predicate of each clause. 2. What does each subordinate clause modify? 3. Give the mode and tense of the first verb in the sentence; of the fourth verb. 4. Give each pronoun, and immediately after each, its antecedent. 5. If "knight" were made plural what other word changes would be necessary to preserve the syntax? 6. Change the clause introduced by "who" into a participial phrase. 7. Parse "when" and the last "which." 8. Select five prepositional phrases and tell what each modifies. 9. Give the principal parts of the irregular verbs. 10. What properties of finite verbs do infinitives and participles not have?

#### THEORY AND PRACTICE.

1. Write ten lines on "Professional Training." 2. Upon what faculties of the child must the teacher of the lower grades rely principally in giving instruction? 3. State differences between questioning to test and questioning to instruct. 4. Show how habits, bodily and mental, may affect school work and character. 5. What do you consider "perfect order" in the school room, as applied to pupils? 6. Discuss this

principle: "From the known to the related unknown." 7. Give the classification of school districts in Ohio. 8. In which of the districts required in the answer to 7 is a certificate issued by a county board of school examiners valid? 9. Give some devices for stimulating the idle pupil to study. 10. Name some of the rights of children at school.

#### ARITHMETIC.

1. What number multiplied by 2-9 of 5-8 x 3 2-7 will produce 23-84? Divide the product of fifteen hundredths and seventy-six ten-thousandths by one hundred fourteen millionths. (1) 3-5; (2) 1. 2. Explain why you invert the divisor in division of fractions. 3. How many acres of land worth \$70 an acre must be added to a farm of 75 acres, worth \$100 an acre, to make the average value \$80 an acre? 150 acres. 4. The amount of school tax to be raised in a certain township is \$4,776. If the rate of taxation is 3 mills on the dollar, what is the property valuation of the township. \$1,588,666. 5. If a coal company's earnings are \$5,368, and it retains \$568 in the surplus fund, what rate of dividend can it pay on 2500 shares, each \$20 par value? 9%. 6. At what price must silk costing \$0.80 a yard be marked that the merchant may sell it at 10% less than the marked price and still make a profit of 20%? \$1.06. 7. How many square feet in the surface of a cubical block which contains 54872 cubic feet? 8664 sq. ft. 8. If a sphere of gold one inch in diameter is worth \$125, what is the value of a sphere of the same metal three inches in diameter? \$3375. 9. A field having its length to its breadth as 5 to 4, contains 28 A. 20 sq. rd. Find the side and diagonal of a square field containing the same area,  $30\sqrt{5}$  side;  $30\sqrt{4}$  diagonal. 10. What is the metric system? What are its merits? What is the unit of linear measure? What is the length of this unit?

#### WRITING.

For this branch examiners will grade the manuscript in orthography.

#### ORTHOGRAPHY.

1. Define elementary sound, consonant sound, diphthong. 2. Make the diacritical marks in common use and give their names. 3. Give the meaning

of the suffixes, *ible, dom, kin, er, ness*. 4. Indicate, by using accent and diacritical marks, the proper pronunciation of the following: legislature, docile, alternate, loth, museum. 5-10. Write the following: niece, disappoint, cereal (a grain), salad, parachute, precede, chatel, salve, colander, anonymous, Yosemite, plumber, fallible, orifice, detestable, clematis, balk, empiric, impede, dahlia, proterids, mucous, manageable, hemorrhage, symmetry.

### PHYSIOLOGY.

1. Name several inorganic substances found in the human body. 2. Describe an experiment to show the presence of mineral matter in the bones; one to show the presence of animal matter. 3. Describe the structure of a muscle. 4. What advantage results from the elasticity of a muscle? From the inelasticity of a tendon? 5. Under what heads may foods be classified? In which class would you place eggs? Potatoes? Lean meat? 6. Name the uses of saliva. How much saliva is secreted in one day by a healthy human body? 7. What is the liver? On which side of the body is it? What is said of it as to size? What fluid does it secrete? 8. Explain blushing, inflammation and fainting. In case of fainting, what would you prescribe? 9. Give the general appearance and functions of the two kinds of nerve matter. 10. How does the use of alcohol affect the nerves?

### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. What effect did the discovery of America have on men's minds. How did it affect commerce? 2. What motive prompted Henry Hudson to enter upon the voyage which resulted in the discovery of the river which bears his name? What prompted the Dutch to settle in the territory discovered by Hudson? 3. Distinguish between charter and proprietary government in the colonies. 4. What was the immediate cause of the French and Indian War? What did England gain in this struggle? 5. Give the principal differences between the Articles of Confederation and the Constitution of the United States. 6. State the differences between the political views held by Hamilton and those held by Jefferson. 7. State the time, author and provisions of the Omnibus Bill. 8. What public offices were

held by Andrew Jackson? 9. Name the great events of the Civil War for the year 1863. 10. Mention two duties of the President that must be performed with the advice and consent of the senate.

### LITERATURE.

1. Give a brief outline of Shakespeare's *Macbeth* or *The Merchant of Venice*. 2. Who wrote *Lycidas*? The *Faerie Queen*? The *Vicar of Wakefield*? The *Ancient Mariner*? In *Memorial*. 3. What claims had New York in the first quarter of the nineteenth century to be considered the literary center of the United States? 4. Give an account of the first native American writer who made a reputation in Europe. 5. Mention two American essayists who were associated with the Brook Farm experiment. Give the chief characteristics of this "fair commanding troop" at Brook Farm. 6. What is meant by the "local short story?" What is its value? Give examples of this kind of literature. 7. Name two American historians whose writings hold a high rank in literature. Give a work of each. 8. Select what you consider to be the best poem of Longfellow and give an outline of it.

### GEOGRAPHY.

1. What are the effects of the earth's movements on the distribution of light? 2. Name some useful forest products and tell where each is obtained. 3. What causes contribute to make Ireland the "Emerald Isle?" 4. From what two countries does most of the world's supply of coffee come? 5. What do we buy from Argentine Republic? From Venezuela? What do we sell these countries? 6. Name a river rising in the great mountains of Asia and emptying into (a) the Pacific Ocean, (b) the Arctic Ocean, (c) the Indian Ocean. 7. Compare Belgium with some state in the United States as to size and population. What industries in Belgium are important? 8. Name five of the leading seven seaports of the United States. 9. Discuss the natural resources of the New England states. 10. Name five river valleys in Ohio and a city located in each.

### READING.

Examiners will conduct an oral examination in reading.

# **THE OHIO EDUCATIONAL MONTHLY**

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## **ON THE EVE OF THE NEW YEAR.**

**BY REX W. WELLS, TOLEDO.**

O Lord of morning light,  
And noonday sun, and evening glow,  
Lord, too, of darkness, and the shining ranks  
Of starry hosts, and crescent moon,  
To Thee I come, and pray, this New Year's Eve:  
"Lead me again to childhood's fields of play,  
There to behold the pure morning dew  
Glistening with promise of the golden day;  
Then, every morning of the coming year,  
Let me go forth amid the stirring world,  
To rising sun, or trembling leaf, or crowded street,  
As to a mart, or treasure-house, or shrine,  
Where, day by day, I seek for Thee,  
Responsive ever to Thy truth and power;  
So seeking, all my little span of life,  
Let me at last meet Death, prepared to meet Thy Light."

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## **PLEA FOR THE RURAL HIGH SCHOOL.**

**BY P. L. VOGT, NEW YORK.**

Of all classes in modern industrial society the farming group is most independent. The wage earner in the factory town is at the mercy of the environment in which he lives. The machine with which he works may bring him a steady income or it may

cease to work and throw him upon the mercy of the community. It may bring him health or it may fill his system with poison, may throw him in contact with disease or it may crush and tear his frame, thus rendering him unable to do more than

drift about, a hopeless wreck, supported only by charity or subject to the temptations to crime with which his environment is so full. The employer on his part is liable to the changes of the market, or is in danger of being ruined by unfair competition. The inhabitant of the city, regardless of his occupation, is subjected to the caprices of fortune in a way that the rural inhabitant knows nothing about.

The latter is at the sources of supply. Though his relations with the world at large are becoming increasingly complex, he is the one who is in a position to discard the most things and the most relations without fear of suffering from want of the necessities of life. He raises his own food. The means for shelter are on the land he occupies. When the financial crisis or other industrial disturbance comes the great army of tramps is recruited from the city and not from the farm. Though the demand for his products may lessen, he can live through the crisis in a way that his city brother can not. He is thus independent, and producing, as he does, the necessities of life he may always be assured of a demand for his products.

Recent economic changes indicate that the farmer of the future is to hold a place of still greater importance than that he now holds. One of the most fundamental of these changes now in progress is the perennial flow of foreigners to our shores who settle in the great cities and swell the ranks of those who will depend on the farmer for their food supplies. During the last few years they have been coming at the rate of over a million a year. Though the majority of them were peasant farmers in the homeland, here they become laborers on the streets or in the fac-

tories of the cities. Their coming is sure to increase the demand for the products of the farmer.

A second influence is that of the exodus of rural boys and girls to the cities. Though these do not as a rule come into direct competition with the foreigners because of the openings for them in the offices or in professional life, yet their transfer from the country to the city lessens the number of agricultural producers and increases the number of consumers. This movement has been caused partly by the increased demand for labor in the city and partly by the introduction of machinery into the processes of the farm, thus rendering many who formerly would have found a place in the country economically unnecessary there. Much has been written about the abandoned farms of New England. It has been shown that this same movement of population away from the rural districts has been in process all over the older sections of the United States. In this shifting of the population from the country to the city is found one of the most fundamental problems of the present century. Problems of congestion in the cities with all its moral, social and physical aspects, and problems of the removal from the country districts of certain very desirable elements are all bound up in this steady transfer.

Ohio, as one of the older states of the Centrad division is typical of this general tendency. While the total population of this state increased between the years 1890-1900 from 3,672,316 to 4,157,545, twenty-four of the eighty-eight counties of the state suffered an actual decrease. The counties wherein a decrease is noticed are those whose industries are more purely agricultural and which are located in sections of the state wherein

the trend toward manufacturing industries is not favored by facilities for securing raw material, transportation, or fuel. The increased demand for labor in manufacturing and allied industries has drawn on the population of the less productive counties with the result above indicated.

A study of the results of school enumerations for the years 1901-1905 indicate that this movement of population has not yet ceased. This enumeration includes all children between the ages of six and twenty-one. Though these figures do not prove that the population has decreased, yet for the purposes of this paper the figures are even more valuable than the census statistics, since they bring us at once to the problem of reorganizing the school system to meet the changing needs of the rural communities. The reports show that in 1905 the total number of school age in the state was 824,948, as against 829,857 in 1901. This was a total decrease of nearly 5,000 in four years. The source of this decrease is further shown by the fact that the cities and special districts increased their total by 20,360 (493,614 in 1905, 473,254 in 1901) while the township districts lost 25,369. Twenty-four of the eighty-eight counties of the state show an annual decrease in the number of school children during this period and fifty-seven, including the twenty-four just mentioned, show an absolute decline from 1901 to 1905. Anyone acquainted with rural conditions in the state can recall many of the younger men who have gone to the shops or on the railroad or into the government service as mail clerks or into similar positions. The declining rural township population means a declining attendance at the old district

school and a corresponding increase of expense per pupil in education.

The lessening possibilities of securing free arable lands for cultivation in the West will also have its effect on raising the status of the farming communities. The competition between the older communities and the new lands to the West will cease and all rural sections will be called upon to supply the food of the increasing population of the cities. Yet the increased demand for the products of the farms does not mean that a corresponding increase of the rural population will result. The introduction of machinery into the various activities of the farm has rendered an increased population uneconomic. Hence the drift of the surplus population from the country to the village or the city will continue. This makes the position of the farmer who owns the land doubly sure. The growing city population increases the demand for his products. If the city population should desire to go to the country it would increase the value of his land. Hence, either way his economic success is assured.

All these tendencies are going to make the farmer of the future the peer of any other producer in the group. The traditional "Hayseed," who has had his existence mainly in the mind of his less fortunate city brother, will give way to the country gentleman, highly educated, and well favored economically.

It is with the purpose of studying how to hasten this inevitable transformation that this paper is written. If the rural communities are ever to enter the heritage that awaits them; if they are to be prepared to enjoy the possibilities of rural life; and if they are to do the utmost that is demanded of them in providing food for the other elements of the commu-

nity, radical changes must be made in the present rural school systems. Although at present about fifty per cent. of the population of the United States secures its education in the country, yet the facilities for more than the merest elementary schooling are but little developed. Even the means of securing this elementary education is in many places still very defective. One of the greatest of these defects, especially where a system of township superintendency has not been developed, is that of ungraded schools. This results in the loss of several years of the pupil's life through unnecessary repetition. The boy who is born in the village or the city has the advantage of the graded school and of the high school which assure him of a good secondary education by the time he is seventeen years of age or younger. But the country pupil goes to school year after year poring over the same old books with the same old lessons and if he continues in school until he is sixteen he finds that instead of having fundamental knowledge of mathematics, physics, chemistry, and English, he has "gone through" arithmetic four times, history six, physiology eight, and grammar, spelling, orthography, and geography accordingly. In the last three or four years of his schooling he has learned nothing new but has been merely repeating things already learned. So familiar does he become with the wording of the text that study is no longer necessary. If he wants to teach, he finds that this drill makes him capable of answering the questions asked in examinations but it does not give him the breadth that comes from more extensive study in other lines. It is only when he later comes into competition with the well trained high school pupil that he feels the weakness of his

early education. Other factors enter to make him a successful competitor, such as the strong physical constitution, practical initiative due to farm training, and the breadth of view that comes from freedom of the country, but he is handicapped, nevertheless, by having been educated under a defective educational system and both he and the public he serves are the loser thereby. Repetition is a good thing, but when precious hours of a child's life are wasted because the school system fails to utilize them to their fullest possibilities the result is a sad commentary on educational work.

Another serious handicap of the rural pupil is the lack of adaptation of the curriculum to his needs. In order to understand the full import of this statement it will be necessary to enumerate briefly what modern life demands of the individual who hopes to measure up to a suitable standard of usefulness and personal happiness. In the first place, he must be economically efficient, capable of producing not only enough for his immediate needs but also a surplus for old age. Under the pressure of modern life this means more than it did one hundred years ago, when standards of living were lower and when natural resources awaited the coming of the hardy pioneer. It means more because the drift of population to the cities is increasing the economic possibilities of those who find it possible to remain in the country. Not only must the needs of the future rural inhabitant be met but those members of the family who will find a place in the city must be equipped with those things that will make them most useful to themselves and to society.

Education for productivity is not sufficient. Too much emphasis on the

money making element of life as the criterion of success has resulted in much of the evil that now exists in our social and political life. The product of the schools must have developed within him the power of appreciating the best the world has to give in music, art and literature, and he must also be brought into close touch with the beauties and the wonders of the natural world about him. Unless a knowledge and appreciation of the good and the beautiful is developed within him as a source of pleasure and a standard for gauging the things that may later demand entrance into his experience, his leisure moments will almost inevitably be yielded up to the sensual enjoyments of the body. An educational system designed to fit men for the use of leisure time as well as for productivity, and supplemented by social institutions suited to supply the higher demands of the educated person will crowd out of common life many of the things that now tend to degrade.

Not only must men be trained for work as well as play but the times increasingly demand that men be trained to do their part as citizens. A hundred years ago life was so simple that when a man devoted his entire time to the economic welfare of himself and his immediate family it was about all that was needed. As the years have passed, social and economic relations have become so complex that ability to produce is not alone sufficient. Economic control has been so transferred from the masses of the people that productivity means little unless with it goes the power of retention of what is produced and the prevention of exploitation by monopolistic concerns. The holders of privileged places in the economic world are so powerful that even the government is scarcely able

to withstand their encroachments. One of the most sinister effects of this economic inequality based on special privilege is the spread of the doctrine that men, after all, are doomed to live in classes and that privileged ones are by right a higher class than their less fortunate brethren. It is one of the most hopeful signs of the times that the people have given support to public men who have stood honestly for their interests. But the Republic will not be safe until every citizen is thoroughly educated as to the dangers as well as to the possibilities of the modern industrial system. If we want popular government, our governors — the people — must be able to deal wisely with the problems of government. Our public school systems both city and country fail to meet this need.

With these three needs, i. e., training for productivity, training for enjoyment of leisure, and training for citizenship, as criteria, the present curriculum of the ordinary country school may be tested. This curriculum includes reading, writing, arithmetic, spelling, geography, history, physiology, and civil government. The work is largely confined to mastering the one text and in some cases the emphasis is placed entirely on the wrong things. For example, the course in civics is devoted very largely to the study of the Constitution, much of which never touches the life of the graduate of the schools. Geography is poorly taught because neither pupil nor the teacher has access to material that will enliven the interest in the countries studied. The idea usually gained seems to be that the study of geography consists of committing to memory names of places. Not the slightest conception of the great commercial and industrial movements that are going on is

attained by the average rural pupil as the result of his study. One cannot avoid the conclusion that the average rural pupil is woefully limited in his educational possibilities. If he wants to learn more of the great movements of society or if he wants to become a member of a community larger than the school or church neighborhood in which he lives, he is forced to break home ties at an age when they are most needed.

This lack of provision for the needs of the rural pupil which forces him to leave his home to get the training of the secondary schools has many bad effects. The parent must pay his board and rooming expenses if he happens to live at a distance from the village high school. An added burden is placed on the parent in depriving him of the assistance of the child in doing the chores required about the farm. On the other hand, the child is away from the guardianship of the parent and is often taken from the innocent life of the country to enter into the wiser, more corrupt companionship of youth whose morals have been in many cases picked up on the streets. Again, the curriculum of the village school is adapted to the needs of the tradesman or the professional man and not to the needs of the farmer. All these difficulties are sufficient to delay or altogether prevent the country child from attempting to secure a better education than the district school affords. Those who finally leave the country schools take up teaching as a stepping stone to the professions, go into the shops or on the railroad as laborers, or go on the farms to continue the process as their parents did or according to changes introduced by the enterprising machine agent. Had they received the education that an enlightened educational policy would

bring to their own homes, their hopes for prosperous lives would be immeasurably increased.

Of course, it is recognized that a beginning has been made in the transition to better things. But it is for those communities that have not yet seen fit to consider seriously the betterment of their country schools that this paper is written. The logical way of meeting the demands of the time is to extend the system of rural or township high schools. The rural pupil has as much right to a higher education convenient to his own home as has the city child. The extension of the system is closely connected with the extension of school centralization. As has been shown, rural communities in many parts of the country are faced with the problem of maintaining schools for a decreasing number of children. Some sections are solving the problem by closing the district school houses and bringing the children together to one central building. According to the latest reports, there were in 1906 ninety-two schools that were either centralized or consolidated in the State of Ohio and the system is being constantly extended. The gradual introduction of good roads throughout the state is a great aid to the movement. It seems to be giving universal satisfaction.\* It means fewer and better teachers, better equipment, and enlarged social community.

\* A copy of the Agricultural College Extension Bulletin of the State of Ohio for the months of February, 1906 and 1907 ought to be in the hands of every teacher and farmer interested in the betterment of his schools and community. This is published by the Ohio State University, Columbus, Ohio. The bulletins give complete accounts of the development of centralized schools in the State, showing by pictures the contrast between the old and the new systems.



With centralization the problem of grading the schools becomes simplified, and the extra room needed for advanced work is easily provided.

The disadvantages of the present system having been shown, it is in order to consider how an improved system, of which the rural high school is an essential feature will meet the needs of the community. In the first place, the rural high school would afford the opportunity to the rural population to secure an industrial education suited to their needs. In these days when millionaires are giving lavishly to schools of technology, when city high schools are introducing courses in manual training and when trade schools are being advocated it is no more than right that the interests of the farmer boys and girls should be looked after by placing in the courses such studies as will enable them to make the most out of their farms. It is a misfortune that the farmer boy has no place near his own home to learn such things as the care, selection and improvement of stock, the growth and cultivation of crops, the selection of fertilizers and the ways of preventing the ravages of insects and diseases of plants. It is equally unfortunate that the girls do not have the opportunity of learning the care of the home, of food values, and of other things that make the home more attractive. Now, many children either do not get the better training or go to the village school where there is no time for their peculiar interests, and if they return to the farm they are only indirectly made better farmers. There is no reason why the average rural pupil should not, by the time he is sixteen years of age, know the essentials of those sciences needed in his business, as well as the elements of agriculture. In addition to these

things he should be able to get a fair knowledge of English, history and the other studies usually taken up by the high school pupil. But he cannot know these things as long as we permit one or two large boys or girls to continue poring over the same old books in from ten to a dozen different districts and with no libraries, no facilities for good work. These children should be brought together to the central building where they may pursue together under competent teachers the studies they need.

Again, for those who will eventually leave the farm the rural high school will be the means of saving several years now wasted in useless repetition of studies. The years passed in a repetition of arithmetic, physiology and grammar have gone forever and the child must either go without the higher education or must take the precious time of later years in doing what already should have been done.

The possibilities of the rural high school are just as great from the point of view of culture. The interests of the adult are largely the result of his training in youth. The primary wants of man are those of nutrition and reproduction. So long as no other attractions are brought into the life of the rural inhabitant these primary wants will predominate and will find expression in eating, in drinking, and in immoral relations. Happily, other agencies than the schools have supplied pleasures and brought wants of a higher type to most of the inhabitants of the rural districts so that the primary wants hold sway only among the lowest, most ignorant classes. The desire for neat, attractive clothes, good houses, carriages, newspapers, and music grows as the economic condition of the people improves. But there are

fields as yet untouched by the rural schools or by the other agencies of the rural districts. Few of the rural pupils leave school with any critical knowledge of good literature. They are unable to distinguish the good from the bad among books and are left in the selection of their reading very much to the caprices of the booksellers or are guided by the price of the book. The real pleasure that comes from reading true literature is to them unknown and must remain so until the public schools open the door to such enjoyment. To the pleasure of reading good literature may be added the possibilities in science, in art, music, and the culture that would come to the rural communities by bringing together the older pupils to pursue their studies with one another and under the direction of those who are fresh from the life of the college communities. The general uplift in the moral and intellectual tone of the community would be too great to be estimated.

Another possibility of the rural high school is the chance for the development of the rural spirit which would take pride in the fact that the children are from the country and that many of them expect to remain in the country. It would break down the idea that it is a disgrace for anyone who has secured a good education to become a farmer. The increased respect for country life would arouse an interest in the children in problems of rural betterment, thus hastening the time when in the rural community will be the ideal place to live.

The rural high school will afford increased facilities for training for citizenship. The pupils can learn more thoroughly the meaning of history and can gain a clearer insight into the economic and social move-

ments of the present time with the relation of the rural community to those movements. He can learn to test by the criterion of social utility such institutions as political parties, churches, schools, societies, libraries, saloons and clubs. He can become acquainted with the relation of the political life of the community to the problems of wealth production and distribution, and can see its possibilities for good as well as the dangers of corruption. The whole field of study of industrial combinations, monopolies, franchises, and transportation can be opened to him, as well as the means of making the public better able to protect itself against the exploitations of powerful combinations of capital. Thus the future citizen will have supplied to him by the institution he maintains for that purpose the essential facts of government and of economics that now he acquires from the perusal of a partisan newspaper or by listening to partisan speeches. The cloud of political ignorance must be removed before we can hope to deal wisely with those who subordinate the government to their own private ends. Education for citizenship must be extended for the sake of the individual as well as for the state.

So far only the advantages of the rural high school to the child have been considered. The central school, in the care of competent teachers will become the center of utility to the parents in many ways. Let some good teacher of agriculture be engaged and pay him sufficient to justify his becoming a general agricultural expert for the community and he will find many ways in which to assist the farmers in their work. He may become a barrier between the farmer who has no means of testing the products he buys, and the agents from

whom he purchases. Suppose he wishes to purchase fertilizer suitable to a certain crop. Instead of depending on the agent, who may be willing to sell him any thing he has in stock, whether it is suitable or not, he can learn from the teacher the kind of fertilizer required for the crop desired. He can further have an analysis made of his soils to determine the elements needed and the quantity of them. And he can have the fertilizer analyzed to determine the honesty of his purchase. All this can be done as a part of the regular exercises of the school. This analysis could be carried still further. The groceries purchased could be subjected to the same critical analysis and those firms whose products were adulterated could be placed on the black list. In addition to this the teacher would be the source of information as to the best means of caring for the crops and protecting them against the ravages of insects. He could also become the source of information as to the tendencies in prices. He would become not only the adviser but also the protector of the community in which he should find his work. In addition to these things he could conduct evening courses in agriculture for the benefit of the grown members of the community. It is impossible to do more than merely suggest a few of the services he could perform.

Still another advantage would come from the rural high school. The great criticism of the various agricultural departments conducted by the United States Government and the different states is that they do not reach the average farmer. Thousands of dollars are spent annually in investigations and in publishing reports and the most of these find their way to the shelves of the large universi-

ties and colleges and very few get into the hands of those for whom they were intended. About the only tangible thing that has come to the farmer has been the annual distribution of free seeds. It is a misfortune that so far there has been such a failure to connect the farmer's department with the farmer. The rural high school could become the depository for everything of value published by the Government and the agricultural teacher could become the director of the reading of those untrained in the art of finding information. He could also prepare digests of these reports to be given to the farmers in lectures. Or as a part of the English exercises of the school, periodical entertainments might be given in which the young people would read papers on farm topics based on the reports received from the Government. The same work might be done in the grange or other farmers' societies, thus lifting the organization to a place of real value to the farmers while affording the young people a means of improvement and social pleasure to the young people. In addition to the annual gathering of farmers in the county institute, each community could have its own weekly or biweekly institute in which the problems suited to the season of the year could be discussed. It seems that the rural high school with its agricultural library is the most hopeful means of bringing about a fruitful connection between the farmers and the Department of Agriculture.

Still another social advantage may be cited. One of the needs of education is the training for the enjoyment of leisure. Some provision must be made for the satisfaction of the demand created or the education is worse than wasted. One of the best ways of providing for the wants

of the community is to provide a library of selected books. The state of Ohio has provided a system of circulating libraries which are sent out on application and may be kept for a sufficient time to permit their general use in the community. The rural high school could become the center of distribution of these books, and they would be a source not only of pleasure but of education through use as supplementary reading.

To the government publications and the state circulating library as a nucleus could be added the standard literary, historical, and scientific works demanded in the new rural community. Magazines and other periodicals could also be provided and would aid the farmer during the spare hours of the winter season. Under present conditions the rural population finds access to reading almost impossible.

It is unnecessary to go into detail concerning the possibilities of the rural high school, presided over by teachers with a broad view of their work, in the way of providing entertainments, securing lectures, musical and other attractions suitable to the higher wants of the people. The rural communities must and will be educated to the point of enjoying the better things and in time they will insist on having social advantages comparable to those of their urban brethren. The transformation will require time and effort, but it is sure to come, and it seems that no better work could be done than that of directing positive effort toward the accomplishment of the task.

In conclusion, a brief mention of the present status of the transition will be helpful. At the close of 1906 there were 157 centralized or consolidated schools in the state of Ohio located in forty-two different counties. The great center for the

movement is in the northeastern part of the state. This shows that the people are awakening to the advantages of the centralized system. In 1905, the latest year for which I have been able to obtain data there were one thousand one hundred and sixty-nine villages and special districts, and one thousand three hundred and sixteen township districts. The latter were subdivided into 10,281 subdistricts. Of the township districts only one hundred and eighty-five had high schools, and of these one hundred eight had only two year courses. Of course, many of the special districts afford convenient places to secure advanced education. But even with these the educational policies are not adapted to the needs of the rural communities.

In few of these schools does agricultural education yet find a place. They are still influenced by the ideals of the cultural education introduced generations ago. The productive needs of the rural communities must be met before the high schools will be adequate. It should be the aim of every teacher's institute instructor and of every agricultural institute lecturer and of every teacher to bring about this better adaptation. Everyone who is interested in the training of the rural boys and girls and everyone who is interested in the betterment of the school system should adhere faithfully to the ideal of equality of educational opportunity for the country as well as the city. Finally, we must cling to the ideal that human happiness rather than money or property is the true standard for shaping our institutions, and that the attaining of this happiness will make the country the healthiest, best place to live, and will raise the rural inhabitant to the place in social estimation he so justly deserves.

## DEPARTMENTAL WORK.

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*By C. C. McBroom, St. Marys.*

It was a great step from the one-room school where one teacher taught all the classes in all the branches to the graded school where one teacher had all the classes of a single grade. It will be almost as great a step when one teacher has charge of one subject through a number of grades. Departmental work is a system by means of which the special talents and abilities of different teachers may be most effectively used. The time is coming when specialization will be the order of the day in the grades just as it is now in the high schools and the colleges. It may be that the time has not yet come, or that where the work has been tried it has not been as successful as was hoped. But the large number of special teachers indicate the trend of the times.

There are at least four points in which departmental work shows superiority by giving increased efficiency to the central figure in any system of schools, the teacher. These four points are a better knowledge of the subject taught, a better knowledge of the best methods of teaching that subject, a clearer conception of a course of study running through a number of years, including the end to be reached by such a course, and, finally, the greater certainty that a teacher will undertake the work for which he has the best preparation.

Inspection of a number of grades in any school will show that in one grade good work in arithmetic prevails, in another good work in geo-

graphy, in another good work in grammar, etc. This can be attributed to the fact that any teacher has more ability along one line than he has along others. This special talent causes the better work in the one branch. Now if this teacher, after a good general education, be allowed to develop along the line of his greatest talent, how much greater results he might expect. At the same time he could prepare himself for better work by making a special study of the best methods of teaching his particular subject. It would naturally follow that if he had prepared himself to teach arithmetic, for example, the chances of his accepting a position in another line of work for which he had no special preparation would be lessened.

There is a strong tendency on the part of the average teacher to consider the work in his grade a unit, without much thought about what has gone before or what is to follow. Instead of being a closely connected, logical procedure a course in any branch is apt to be a more or less broken process, even in the best schools. This results from the fact that different teachers have different methods, ideas, and ideals. But if a teacher could have charge of a class in arithmetic, for instance, for a number of years, if he had the preparation spoken of above, and if he knew clearly the end to be reached, he would surely attain to better results than would be attained by the same class in the same time under different teachers.

There are of course some defects in departmental work. There is the

tendency to make the teacher narrow in his conception of school work. There is a tendency to overload the pupil, resulting from the fact that each special teacher in his zeal for his work fails to take into account the work of other teachers. But these are not insurmountable obstacles. Neither are the other defects which are frequently mentioned any greater than the defects in the system in present use.

*Liela Claire Holcombe, Fostoria.*

Every transition is accompanied by some loss, yet the history of civilization shows that the advantages thereby gained, so far exceed the losses that the time-honored belief, "No progress without transition," must be respected.

For some time there has been an inability to cope with the restlessness inherent in the child of the seventh and eighth grades. The most sensible and most practical solution of this problem is the departmental system. To thoroughly endorse and appreciate its advantages one must look upon it from the standpoint of both teacher and pupil.

Departmental work in the ideal school need not interfere with the growth and development of either pupil or teacher. In this ideal school each grade should have a teacher who would be responsible for the pupils in that room. This plan eliminates the large study room which means one step at least toward perfection. If each teacher is responsible for the pupils in his or her room, the pupil does not lose any of the individual work and influence from the teacher nor is the unity and harmony of the old time class room work destroyed. Through this system the pupil attains the best possible re-

sults of the work of special teachers. By special teachers, I do not mean the narrow-minded, unsympathetic individual who knows the details of one subject only, but rather, one who has discovered that multitudinous interests are to be commended and that the best results are achieved from emphasizing one particular line of teaching — after the generalization.

The adolescent age is an imitative age. And for this reason if no other, it is an advantage to the pupil to be associated with several different teachers who are experts and enthusiasts in their line of work. Under these circumstances the child will not imitate or unconsciously grow into the eccentricities of the one class room teacher but on the other hand, will be continually receiving inspiration, encouragement and sympathy from many minds. This very fact will give the child the opportunity of fixing his ideals from the several teachers. Especially will this be true if the special instructor teaches his branch in several grades. In that way he can watch the growth of the pupil from year to year and there will be no break in the unity of the study or in the correlation of studies, in passing from one grade to the next higher.

The critic will say, departmental teachers require too much work of their pupils. We are not discussing the uncommon, cold hearted pedagogue. Any up-to-date systematic and methodical teacher will understand the demand and the limitations of the child's ability and will make his assignments accordingly.

The youth of to-day requires movement and change. He comes in contact with different personalities and being thoroughly aroused by the transition from room, teacher and

study, his benefits are obvious. In changing rooms very little time is lost. In fact it furnishes muscular activity so necessary to growth, and relieves that intense desire for action, so detrimental to the order of any school.

This system also serves as an incentive to high school work. If the departmental system operates in the high school, then the child must be taught how to study independently before entering that grade in order to attain there the best results. So the department work in the grades serves a splendid purpose in preparing students in methods of study and work followed out in the high school.

*Ida K. Wilson, Sidney.*

1. Children receive instruction which is the result of special preparation. Under the single-teacher plan a teacher is expected to be a specialist in reading, spelling, penmanship, grammar, history, literature, geography, arithmetic, basketry, rug-weaving, drawing, water colors, clay-modeling, music, psychology, physical culture and in some states agriculture.

2. It admits the fitting up of school rooms in the manner best suited to carry out the work of that department.

3. The movement from room to room rests the child.

4. The transition from the grades to the work of the high school is obviously less abrupt than under the old plan.

5. While the influence of the class teachers is paramount, yet children coming daily under the influence of

*men and women* of different personalities and methods begin a schooling in the acceptance of, and adaptation to the ways of others that will enable them to do more easily their work in the broader life of the community and the world.

So many are the advantages of departmental work that I think few teachers having once tried it would willingly go back to the old way. Yet if it is to do its perfect work there are dangers to be guarded against:

1. While the chief business of each teacher is to instruct in her own particular subject, good penmanship, correct spelling, and the elimination of "John he" and "Mary she," is the result of eternal vigilance all along the line. So with history, geography and literature — they are inseparably connected.

2. As teachers are not always open-minded, there is a proneness to think if thy ways are not my ways they must be necessarily wrong ways. Friction arises and co-operation becomes dictation and meddling, or we assume a "sanctified and set apart" attitude which makes valuable results impossible.

3. Another serious danger is over emphasis of independent work on the part of pupils. True, some are *too* willing to be "clinging vines," but there is a large class who may be either slow or dull, and who, if they are not to be doomed to eternal darkness or grow discouraged, must have individual help. Over-crowded rooms make this difficult, if not impossible in schools organized under any plan, but it is a special danger in departmental work.

## SCHOOL ROOM DECORATIONS.

BY FLORENCE CORWIN, LEBANON.

Some may think that the appearance of the school room plays but a mean part in the great game of teaching. This does not however gain-say the fact that we are all aesthetic beings. The love of beauty constitutes a vital part of our existence. It is not a mere appendage; it is that in us that makes us hunger and thirst after perfection of character. It is the uplifting element. Therefore its cultivation is of the utmost importance. To withhold the influences that tend to develop a love of beauty is sure to cause an unsymmetrical growth. Beauty's lessons in nature can be learned without a teacher. Every gate of the outdoor world turns upon golden hinges.

The little child, happy and care-free when he is in a normal condition, starts out on his way to school. He takes it for granted that the ground he treads on is as free as the air he breathes. The sky is brodered by the rosy fingers of dawn, the birds sing sweetly and his soul responds to all of nature's voices that await him at the end of his journey. Does he think in his childish way:

"Isolated, bleak and bare stands the house upon the hill?"

If there is anything that will check the bounding steps and joyous spirits of childhood it is to confront him with four bare walls, a streaked black-board, a dozen rows of straight backed seats, curtainless windows, and a teacher's desk with a number of books stacked in a haphazard

fashion. Is it any wonder that some children dislike school? Coming from a bright, cheerful home, such a school room seems to him like a prison. To add to its dismalness there may be a teacher who is determined to have her orders obeyed. The child must sit up straight, keep a sober face with eyes intently "fastened" to a book, tread so lightly he will not disturb the poor, fluttering nerves of the teacher, move by special permission, talk in a deferential manner.

Teachers, are children automatons or are they plastic bodies of human flesh like ourselves? . . . We are the directing force. The lessons we teach and exemplify, make a great impression on the nascent minds of our pupils. Beauty is not alone in nature. Nature hangs no landscapes on our walls. Why not cover up some of those walls with pictures of bright faced children, of animals that will arouse the child's imagination, of flowers, the symbol that appeals to every one's sense of beauty? If we could understand the divine dialect of the flowers we would hear them say:

"All things have their mission, and God gives us ours,

And this is a part of the mission of flowers:

To give life to the weary and hope to the sad,

Fresh faith to the faithless, new joys to the glad. \* \* \*

To furnish the home with a lasting delight,



With our perfumes so lovely, our blossoms so bright."

Then let us have flowers as well as their symbols. Nature causes them to grow but she will not pluck them. The children will. Teach them to miss the bouquet when the vase is empty.

Let us take away a little more of the bleakness by a very simple device. Let the little ones make chains. The glue is cheap; the paper is cheap. Just show them how and the little fingers will soon be busily engaged. Suspend the chains from opposite corners or in any way that fancy dictates . . . Let us make a border of autumn leaves for our streaked black-board. Have the children bring the prettiest autumn leaves they can find, press them,

mount them on strips of bristle board and place them above the black-board. Take some of nature's dress—

"And deck it in garment's bold  
Of scarlet, yellow, and of gold."

Last, but not least, ask the board of education to buy you window shades. In the Good Book the words are: "They who ask shall receive." Let us trust that these words are applicable to material as well as spiritual things. Make the school-room bright and beautiful for nothing can develop in a dark, gloomy place. We must not forget that—

"Pleasant smiles and glances bright  
Are like pure and fragrant flowers,  
Shedding round them loving light,  
Cheering many weary hours."

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## THE CHRIST OF THE ANDES.

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[This is the Christmas month when our minds are made purer and our hearts tenderer by having our thoughts turned backward to the scene at Bethlehem, when the Heavenly Host united in saying "On earth peace, good will toward men." Passing events make us hopeful for the future, and help to inspire us with the faith that some day wars shall be no more.

In bringing about that day, the public school will be an important factor. Our history can be and should be taught in such a way as to lead the boys and girls to recognize and appreciate the victories of peace as well as the victories of war. In this work no story is more impressive than the story of the erection of the

Great Peace Monument on the Andean boundary between Chile and Argentina, as told by The American Peace Society, of Boston, by whose permission it is here published in full. This story should be read the coming Christmas Season in every school and home in our land.—EDITOR.]

### THE CHRIST OF THE ANDES.

The first anniversary, March 13, 1905, of the placing of the colossal statue of Christ on the Andean border between Chile and the Argentine Republic, 14,000 feet above the sea, has recalled the unique and impressive events which led to the erection of this remarkable peace monument. The story of this series of events is substantially as follows:

Five years ago these two prosperous and high-spirited republics of South America were on the verge of war. They were increasing their armaments to the utmost of their abil-

the time, to five dollars annually per capita of their population.

What brought them so near to conflict was the revival of an old dispute which had caused much trouble



THE CHRIST OF THE ANDES.

ity. They had each two gigantic warships of the latest pattern building in the shipyards of Europe. They were spending incredible sums of money upon these preparations for war, amounting, as was reported at

and expense in the past, about the boundary between them on the Andes, a controversy involving the question of the title to about eighty thousand square miles of territory. The dispute had been rendered more acute

by the discovery that in the Patagonian section the boundary was not continuously marked by mountain crests, and that there were valuable rivers in the region sending their waters through the hills to the sea on the Chilean side. This discovery had caused Chile to put forth unexpected claims to certain parts of the region.

The British ministers residing at Buenos Ayres and Santiago used their good offices with the two governments to prevent the calamity of war and to secure a peaceful settlement of the dispute. This effort to prevent hostilities was powerfully supported by Dr. Marcolino Benavente, Bishop of San Juan de Cuyo, Argentina, and Dr. Ramon Angel Jara, Bishop of San Carlos de Ancud, Chile. On Easter Sunday, 1900, during the festival of the Catholic Church at Buenos Ayres, Bishop Benavente made a fervent appeal in behalf of peace, and proposed that some day a statue of Christ should be placed on the Andean border between the two countries, where it might be seen by all comers and goers, and prevent, if possible, any recurrence of animosity and strife between the two republics. The two bishops traveled through their countries addressing crowds of men in the towns and villages. They were sustained by the local clergy and by the women, who labored enthusiastically for the policy of peace. Petitions were sent to the legislatures, and through these the executives were reached.

The result was that a treaty was entered into by the two governments, submitting the controversy to the arbitration of the King of England. He entrusted the case to eminent jurists and expert geographers, who examined it carefully, and in due time

submitted their decision, awarding a part of the disputed territory to one of the republics and a part to the other. The decision was cheerfully accepted by both.

Much gratified by the outcome of the arbitration, and urged forward by a powerful popular movement, the two governments then went further, and in June, 1903, concluded a treaty by the terms of which they pledged themselves for a period of five years to submit all controversies arising between them to arbitration, the first general arbitration treaty ever concluded. In a further treaty they agreed to reduce their armies to the proportions of police forces, to stop the building of the great battleships then under construction, and to diminish the naval armaments which they already possessed.

The provisions of these treaties, which have now been in force nearly two years, were carried out as fast as practicable. The land forces have been reduced, the heavy ordnance taken off the war vessels, and several of the vessels of the marine turned over to the commercial fleets. Work on the four great warships was immediately arrested, and some of them have been sold. One or two of them, unfortunately, went into the Japanese fleet off Port Arthur, in spite of the fact that both governments had, in the treaty, pledged themselves not to sell any ships to nations engaged in war. The vessels were bought under disguise by a firm in New York, and then turned over to Japan; after which neither of the governments would sell any vessels to either Russia or Japan.

The results of this disarmament — for it is a real disarmament — have been most remarkable. With the money saved by the lessening of military and naval expenses, internal

and coast improvements have been made. Good roads have been constructed. Chile has turned an arsenal into a school for manual training. She is building a much needed breakwater in the harbor of Valparaíso, and has commenced systematically the improvement of her commercial facilities along the coast. One or two of Argentina's previous war vessels have gone into her commercial fleet and are now plying back and forth across the Atlantic in honorable and lucrative business. The great trans-Andean railway through the heart of the mountains, which will bring Buenos Ayres and Santiago within eighteen hours of each other and bind them together in the most intimate relations of trade and travel, will be completed this year.

But more significant than any of these material results has been the change in the attitude of the Argentines and Chileans toward each other. All the old bitterness and distrust have passed away, and the most cordial good feeling and confidence have taken their place.

The suggestion of Bishop Benavente as to the erection of a statute of Christ on the boundary at Puente del Inca was quickly carried into execution. As early as 1901, on the initiative of Señora de Costa, president of the Christian Mothers' Association of Buenos Ayres, one of the largest women's organizations in the world, the women of Buenos Ayres, who had already manifested the deepest interest in the new movement, undertook the task of securing funds and having a statue created. The work was entrusted to the young Argentine sculptor, Mateo Alonzo. When his design was completed and accepted, the statue was cast at the arsenal of Buenos Ayres from old cannon taken

from the ancient fortress outside of the city.

It was more than a year from the time that it was cast until it was placed in its destined position. On May 21, 1903, the Chilean representatives, bearing the treaties for final ratification, came by sea to Buenos Ayres. They were met down the river and escorted to the city by a large fleet of gaily decked steamers. For a week there was a round of festivities. When the treaties were finally signed on the 28th of May, Señora de Costa invited all the dignitaries present—cabinet officials, foreign ministers, bishops, newspaper men, generals, admirals, etc.—to inspect the statue of Christ in the courtyard of the college, and standing at its foot with the distinguished audience about her she pleaded that it might be placed on the highest accessible point of the Andes between the two countries.

It was not till in February, 1904, that the final steps were taken for its erection. It was carried by rail in huge crates from Buenos Ayres to Mendoza, then on gun carriages up the mountains, the soldiers and sailors themselves taking the ropes in critical places, where there was danger of the mules stumbling. Hundreds of persons had come up the night before and encamped on the ground to be present at the ceremony. The Argentines ranged themselves on the soil of Chile and the Chileans on the Argentine side. There was music and the booming of guns, whose echoes resounded through the mountains. The moment of unveiling, after the parts had been placed in position, was one of solemn silence. The statue was then dedicated to the whole world as a practical lesson of peace and good will. The ceremonies of the day, March 13, 1904, were closed, as the sun went down, with a

prayer that love and kindness might penetrate the hearts of men everywhere.

The base of the statue is in granite. On this is a granite sphere, weighing some fourteen tons, on which the outlines of the world are sketched, resting upon a granite column twenty-two feet high. The figure of Christ above, in bronze, is twenty-six feet in height. The cross supported in his left hand is five feet higher: The right hand is stretched out in blessing. On the granite base are two bronze tablets, one of them given by the Workingmen's Union of Buenos Ayres, the other by the Working Women. One of them gives the record of the creation and erection of the statue; on the other are inscribed the words:

"Sooner shall these mountains crumble into dust than Argentines and Chileans break the peace to which they have pledged themselves at the feet of Christ the Redeemer."

It is not easy to compare events and say which is the greatest. But taking it all in all, the long quarrel of seventy years which is closed, the arbitration of the boundary dispute, the general treaty of arbitration and the practical disarmament which preceded it, the remarkable transformation of public opinion expressed in its consummation, and the sublime prophecy of peace for the future which it gives not only for Chile and Argentina but for the whole world. the erection of the Christ of the Andes stands without parallel among the events of recent years.

## SEMI-ANNUAL PROMOTIONS.

BY SUPT. S. H. LAYTON, FOSTORIA.

What is the motive of any promotion scheme, anyway? There can be but one answer to the question; it puts the child where he can best do his work.

I think in this advanced day no one can question the wisdom of considering the individual child, his predisposition, weaknesses, choices, habits, and so we put less faith in the plan of mass education and more in individualization. Whatever tends to help the teacher to get at the individual makeup of the child brings best results. Promotion should take place whenever a teacher is convinced that a child will do better work by the readjustment. But for

the general gradation of the work I believe the semi-annual plan better than the annual. I do not believe this promotion plan will act as a "cure-all," but it has the following advantages over the annual plan:

### I. IT MAKES PROMOTIONS MORE FREQUENT.

As we come more and more to consider the individual child, the more we get away from the fixed, stated, long-term promotion plan. It doubles the opportunity to consider the child's welfare. It has a tendency to relieve the child of unnecessary nervous strain over the mat-

ter of promotion. It does this for the child and also for the parents. It will enable the superintendent and teacher to make promotions with less interference from parents, as they will frequently suggest that their child be held in the same grade for another semester for the sake of thoroughness.

## II. IT SAVES TIME FOR THE SLOW PUPILS.

We need have no special concern for the ninety per cent. who move along with regular step and make their promotions without any concern. But what of the ten per cent. who fail? Are they to repeat their work at yearly intervals, by long laps, or will they likely get greater benefits from their repetition while the subject matter is fresh in their minds? Besides there may be much of the year's work done in a very satisfactory manner. Should the child then be required to cover the whole of the year's assignment? It seems to me much saner to permit the child to make steps by smaller intervals and then in case of failure let him repeat these smaller assignments. Let the harrowing and rolling of the fallow ground and some little sowing be done before the long season has hardened the clods and made useless all the former effort.

## III. IT MAKES SMALLER GROUPS FOR TEACHING.

Under the annual promotion plan in most schools there is but one class, made up of from thirty-five to fifty or more pupils, unless of course the schools have few pupils, or are so fortunate as to have much room and a large treasury. This constitutes too large a class for instruction pur-

poses. Who questions the advantage of small classes for instruction in the colleges and high schools?

In smaller classes there is more attention given to the individual student. His preparation is better tested. He is given greater opportunity for expression. He comes in closer touch with his fellows, and with his teacher. In short there is a thoroughness never reached in large classes, other things equal.

If this be true for colleges and high schools it is no less true in the grades where even greater interest should be attached to correct habits of study, attention, discipline and spirit.

In the semi-annual plan there will be two groups, thus making the classes for all major subjects at least only about half so large.

Who can rightly question the superior results in teaching under this arrangement?

Besides the greatest result of the old graded school which was a spirit of self-help, of independence of effort, of initiative, will be given opportunity to grow under this plan. One group studies while the other recites. With smaller groups there is slight need of the Batavia system so-called.

Better instruction, better explanation, closer touch, better application, greater self-activity — these are results sure to follow this plan of grading.

## IV. IT MORE NEARLY FITS THE SYSTEM TO THE CHILD.

In a cosmopolitan school room there is to be found a great variety of temperaments, and varying degrees of ability. Not all members of any group will advance with equal speed.

This fact makes one of the great problems of gradation.

The larger the group the greater the difficulties; the smaller the group the more easily the adaptation of work to the child. Hence the more natural the advancement and the more wholesome the spirit of the school. The greater the forcing and fitting of the child to the system, the more surely do we destroy the spirit of growth—the strong desire for the manna of perfection. A school is not a penitentiary where by means of contract labor forty suits are to be made without measurements, or even on an average measurement, for so many convicts, and to be worn without regard to the fit of each. No, no, the school must take the measurements of each child, and the oftener the better. For the measurements of today will not be the measurements for tomorrow, unless you are working on “dummies.” They will never grow. But working with growing children, your measurements must be revised oftener. The greater the growth, the greater the revision.

#### V. NOT NECESSARILY A CHANGE OF TEACHERS.

In many cities where the semi-annual promotion system operates the pupils are moved from one teacher to another at the middle of the year. This becomes to my mind a very strong objection to the plan. It is not a good plan to change pupils from one teacher to another so frequently. It takes time for teacher and pupil to become acquainted, to know each other so as to get the best results from the relations. The passing of pupils from one teacher to another has brought considerable opposition to, and criticism upon, the semi-annual system of promotions.

But this change is entirely unnecessary. Why not promote the teacher the half year, and allow pupils to move on over the advanced work with the same teacher? It gives the grade teacher a little wider range of work to be sure, but this is no disadvantage. It is less likely to make the track rutty. Indeed, there might be great advantages in some cases of adopting the German system of promoting teachers and pupils together through many years of the work.

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### WHITTIER.

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BY LURA B. KEAN, WOOSTER, MEMBER O. T. R. C. BOARD OF CONTROL.

Dr. Charles F. Aked, in an address at Chautauqua last summer on “Jonathan to John,” made this statement: “The greatest formative influence on half the religious life of England for a generation past was that of two American men, Henry Ward Beecher and John G. Whittier. Whittier’s religious poetry adequately

pressing the emotions that sprang into life in England as the result of Beecher’s teaching. In fifty years in England, nothing has made more progress than hymnody.” “In America,” he continued, “most of your hymns are doggerel and your hymnals rubbish, because you are afraid to use the beautiful religious poems

which your own best writers have given to the world. In the best English hymnals there are 124 hymns written by American poets and 26 by Whittier."

Interest in this statement led to an examination of hymnals of four leading denominations in this country. The result showed that the Lutheran hymnal contained no hymn written by Whittier, the Baptist one, the Presbyterian four, the Methodist seven. Perhaps other hymnals would show a greater number. The suggestion of possible enrichment is left to students of hymnology.

At first thought it might seem unnecessary to include in a volume, containing selections from Whittier, so many poems that were called forth by an issue long since dead. But we cannot forget that abolitionism was a "cause to which, for more than thirty years, Whittier gave time, health, reputation, and money." The most of the poems, written in the heat of the conflict, may not be of lasting interest. The selections made by Page, "To William Lloyd Garrison," "Expostulation," "Massachusetts to Virginia," "Ichabod," "The Farewell of a Virginia Slave Mother," "The Rendition," "The Christian Slave," give us examples of strength and sympathy we could find nowhere else. Here Whittier stands forth the sturdy reformer born to bear defeat that those who come after may enjoy the ultimate victory.

We welcome a re-reading of some poems we have sung, declaimed, and perhaps, in a thoughtless moment, parodied. The choice was not always ours that we grew up on such as these: "Maud Muller," "The Barefoot Boy," "In School Days," "Barbara Frietchie," "Our Master," "Telling the Bees," "The Angels of Buena Vista" or "The Corn Song."

We make no complaint against the school readers; but read again the less with the more familiar ones. We marvel anew that our everyday life has been so well understood and that Whittier has said just what we would have said if we had only thought of it first. Who does not like to read any author who keeps saying your own thoughts, especially when they are said so well without any pains on your part?

As we read "The Dedication," "The Shoemakers" and others, we trust it may not be irreverent to wish that Whittier had not left unwritten one other "Song of Labor," the song of the school teacher for which his own brief experience must have fitted him.

No need has there been to go to the books to be told that "Snow Bound" is his masterpiece before daring to find enjoyment in its reading. Whether you are the youth reading it for the first time and finding a story in poetry that is intensely interesting, or the one of maturer years to whose mind every reading recalls the first Christmas spent away from home and the fireside, peopled from your own memory, the charm is always there. Of course, there may still be grown-ups who have never been homesick. These would surely need a literary critic to help them enjoy *Snow Bound*.

The student is urged not to limit his reading to the first half of the selections. The arrangement of the poems has been made according to the time each was written. He will miss "Telling the Bees," "Snow Bound," "Among the Hills" and all the others, which should not be passed by, if he reads only half. With the aid of the foot notes and the sketch in the back of the book the student is further urged to make



for himself a classification of the poems. For the facts concerning Whittier's life go to the sketch to which we have referred and to your nearest library for a longer biography.

Around one whose life seemed to move in a circle with a very short radius a vast deal of interest centers. A visit to the Whittier homes and country is suggested as a cure for any one grown pessimistic because of his own narrow environment. Francis Parkman calls Whittier "The Poet of New England." Mr. Higginson says: "His distinction it is to have been more than any other American the poet of familiar life."

To others we leave the discussion of his possible rank among the few whom we delight to call our best authors. Others, too, may decide whether he is "The American Poet" or if we still look for another. As long as there is left in the American heart a love for God and home and country its people will read and enjoy Whittier.

#### QUOTATIONS.

"The unsung beauty hid life's common things below."

— *Songs of Labor Dedication.*

"A year has gone as the tortoise goes, Heavy and slow."

— *Telling the Bees.*

"When faith is lost, when honor dies, The man is dead!"

— *Ichabod.*

"I have not seen, I may not see My hopes for man take form in fact, But God will give the victory In due time; in that faith I act."

— *From "A Walk in Autumn."*

Whittier's answer to the guest's query in "The Meeting."

"But nature is not solitude

\* \* \* \* \*

Her Many tongues are garrulous."

Of the Meeting House.

"For here the habit of the soul, Feels less the outer world's control."

— *The Meeting.*

See the picture of the father in Snow Bound. In the morning after the storm.

"A prompt decisive man, no breath Our father wasted: 'Boys a path!'"

We are reminded of the saying of this father quoted by Vincent:

"There are the Lord's poor and the Devil's poor; there ought to be a distinction made between them by the overseers of the poor."

In the evening.

"Our father rode again his ride On Memphremagog's wooded side; Sat down again to moose and samp, In trapper's hut and Indian camp."

And the mother:

"Our mother while she turned the wheel Or run the new knit stocking heel, Told how the Indian hordes came down

At midnight on Cochece town

Recalling \* \* \* \*

The common unrhymed poetry Of simple life and country ways."

Not to linger too long with the family group—

"Our uncle innocent of books, Was rich in lore of fields and brooks."

And the aunt:

"The sweetest women ever fate Perverse denied a household mate."

With such company:

"What mattered how the night behaved

\* \* \*

Yet Love will dream and faith will trust

That somehow, somewhere, meet we must,

Alas for him who never sees

The stars shine through his cypress trees!"

— *Snow Bound.*

"Thine the Genevan's sternest creed While answering to my spirit's need The Derby Dalesman's simple truth."

— *Memories.*

What the allusion in the above?

"The simple life, the homely hearth, With beauty's sphere surrounding."

— *Among the Hills.*

Quoted to show that "The Simple Life" had its apostle in America long before Charles Wagner discovered us.

## THE NEXT RATIONAL STEP—WILL IT BE TAKEN?

BY SUPT. S. K. MARDIS, TORONTO, O., PRESIDENT OF THE OHIO SCHOOL IMPROVEMENT FEDERATION.

### SOME SUGGESTIVE TOWNSHIP SCHOOL STATISTICS.

The educational, social and financial importance of the Township Schools is not generally realized. Ohio has 1,339 township school districts, having 6,695 members of its boards of education. There are 11,464 teachers in the township schools and an enrollment of 321,791 pupils. The township school property is valued at \$12,099,654; the incidental expenses were \$1,060,000, and the tuition in the aggregate was \$4,250,000 in 1905, although when divided among the large number of teachers in these schools is less than a respectable living for many of them at our present high prices.

Our realization of numbers without comparison is very limited. We will attempt to comprehend the significance of these statistics. The members of the township boards of education would make a city of men alone greater than the population of Mt. Vernon, Ohio, and the teachers in the township schools would make a city largely of young people, with but little experience, or preparation for training the future citizens of our state equaling the entire population of Marion, Ohio, and the pupils the entire population of Cincinnati, as given by the census of 1900.

Eight silver dollars lying flat and in a straight line make a foot. By this comparison the money invested in township school property would form a line of silver dollars extending from Cleveland to Cincinnati, and extending 65 miles into Ken-

tucky, and the annual tuition and incidental funds would form another line of silver dollars almost half way back. This is a vast sum, but not nearly what should be done by the great wealthy state of Ohio for her township schools. All that is needed to satisfy reasonable persons on this is to have them visit these schools and to see for themselves.

But the great surprise is that progressive and business-like Ohio would permit this great educational plant, with its wonderful educational and social possibilities to be so seriously neglected, without any effective plan of having intelligent and efficient supervision.

### THE STATE CONSTITUTIONAL REQUIREMENTS.

The State Constitution of 1851 requires that the legislature shall provide for an efficient system of common schools throughout the state (Art. VI, Sec. 2), and also that all laws of a general nature shall be uniform in operation throughout the state (Art. II, Sec. 26.)

Ohio cannot have an *efficient* system of common schools throughout the state until she has a *system* of common schools, and not then until every school is under supervision.

### NO STATE SYSTEM OF COMMON SCHOOLS IN OHIO.

Ohio has 2,629 separate and independent school districts, without any centralized authority except in a few minor features. Surely no person

would seriously consider such a loose jointed organization an efficient system of schools throughout the state. Before the State School Commissioner can reach each school district he would be compelled to write 2,629 letters or communicate directly with that number of officials. Who could call such a cumbersome individualism a system?

THREE VITAL CONDITIONS TO BE MET.

1. The constitution requires an efficient system of common schools throughout the state.

2. All the laws of a general nature must be **UNIFORM** in operation throughout the state.

3. All the schools must be under competent supervision to meet the constitutional requirements for an efficient system throughout the state.

The city, village and special schools are practically all under supervision, but very few township district schools are under supervision, although an optional plan has been possible for more than half a century. The optional plan is entirely too slow, since it will take 212 years yet at the past rate to have all the township schools under supervision. Whatever plan is adopted must clearly be mandatory.

THE PRINCIPLES APPLIED.

We now have three optional methods of supervision of the township schools. But optional supervision of the township schools has not and will not reach the case. The plan must be a mandatory one. To meet the constitutional requirements it must be uniform in operation and must form an efficient system of common schools throughout the state.

Mandatory single township supervision is impossible in many townships, because they have not enough

money to pay the teachers even the minimum salary to say nothing of paying a township superintendent in addition.

Mandatory centralization of township schools is impossible throughout the state because the rough roads and hilly country prevent it in many sections of the state. Even if these two plans could be made uniform throughout the state, they would both fail in giving an efficient state system. If the grouping system of townships were made mandatory we could not have the most efficient system. (1) It would cause too many units for a good efficient state system. (2) It would create new and unnecessary units in educational work. (3) It would increase the burden of local taxation. (4) The unequal valuations, and unequal number of schools in the different townships grouped would be a constant source of contention among the township boards of education to meet the expenses in supervision. (5) The experience of the United States has not approved this grouping system of supervision. All the states in the Union except Arkansas and Ohio have some state system of supervision of the rural schools, but not one state except six colonial states has adopted this system, notwithstanding the tendency to carry with us and adopt that with which we are familiar. Why should Ohio take up a system that has been rejected by all the progressive states west of the Allegheny Mountains?

THE COUNTY UNIT.

The county is the rational unit. The people are familiar with it. It is our governmental unit. It is a tax unit. It is large enough to produce sufficient revenue to secure a competent county superintendent of schools

without a hardship on any person. Only five cents per capita on the average will pay the salary of a competent superintendent. It can meet the constitutional requirement in being of uniform operation throughout the state. It can meet the constitutional requirement for an efficient school system throughout the state more fully than any other unit.

#### IT IS NOT TOO LARGE.

If Cleveland with her 1,800 teachers can have an efficient system of schools with one superintendent, a few assistants, and principals, why cannot the township schools with the principals, or superintendents, of the centralized schools, townships and grouped townships as ex-officio assistant county superintendents? Each county should have one competent man to study the educational conditions of the county, and encourage centralization where it is practicable, retaining township supervision where it is established and can be maintained, and the grouping of townships were necessary for effective supervision.

#### THE SUPERVISION SHOULD BE LIMITED TO TOWNSHIP DISTRICTS.

Since the educational conditions in the township schools are very different from those in the cities and larger villages, the supervision of all these schools should not be under the same person. This is an age of specialization. The clearly distinct differences between the educational conditions of the cities and the township schools will only be accentuated when the normal lines of industrial education which will come as a part of the

public school system are introduced. The city, village, and special schools are being provided with supervision, and need not be included.

#### SHOULD NOT BE ELECTED BY POPULAR VOTE.

The county superintendent of township schools should be elected by the presidents of the township boards of education in executive session. This should be done not only to protect this strictly educational position from partisan political domination, but also to give the same necessary freedom in the selection of a county superintendent of schools that is given in the choice of any other superintendent of schools. No objection to this manner of election can be brought that will not apply with equal force against the election of any city superintendent. The same may be said concerning the efficiency.

#### EVERY CONDITION FULLY MET.

Mandatory county supervision of the township schools is the rational solution. This plan meets every financial, geographical, constitutional and educational condition. He should have sufficient office force to enable him to give his entire time to administrative questions and duties. This is done in the cities and the country people have a right to the same. He should be the official means of communication between the state school commissioner and the schools of the county, and can easily be. This gives an elastic system which retains all the desirable features we have and provides for the necessary ones to give us an efficient system of common schools.

**BILL WILLIAMS' PAPER TO HIS DISTRICT SCHOOL.**

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Inasmuch as I am a director in this district and one of the leading Grangers in Podunk county, I decided to come over to the school house and read you a paper that I have prepared to read on some leading occasions where I am to go as a delegate. Several of the leading farmers in Claytop township are going to bring some affairs before the congressman from this district, and as I am going to present him with a copy of this paper, I thought you and the teacher might be benefited in getting the good out of my arguments.

I just came home from visiting my brother Sam, over in Indiana, and while I was out west, I had my eyes opened about the way they attended to forestry affairs in that state. Why, the country out there looks just about like it does in Ohio, indeed, the people, climate, land the trees are all about the same as they are in this state, but they do things differently. They have what they call a board something like our school board that looks after their forests. It is composed of five men appointed by the governor; two of this board are lumber dealers, one is a professor at Purdue University, one a farmer, and one who has graduated in an agricultural school like the one we have at the State University. Each one gets one hundred dollars a year and his traveling expenses, except the secretary (who gives his entire time to this work) and he has a nice room fitted up at the capitol for his use, and the state pays him eighteen hundred dollars a year. Besides this he gets one thousand dollars a year to pay his traveling expenses when he goes about the state to look after the for-

ests. He also gets six hundred dollars extra that he uses in hiring a clerk for his office. I went into the office and talked with him, and he told me that whenever he wanted anything printed to mail about the state to farmers, teachers and schools, all he had to do was to take it to the printer and the State Board of Printing paid the bill.

That state of Indiana is a great state, because they do not tie this board's hands as soon as they get it appointed. The legislature just recently told them to go and buy two thousand acres of land, and build a laboratory on it where some of the graduates from the agricultural schools could get jobs and teach the people how to raise a crop of trees just like we are teaching them in school and fitting them to get jobs in offices in town. The legislature out there told this board that they would give them one dollar and a half an acre each year to use in hiring persons to take care of it and be there to show it off to people who came to see it and to learn about raising trees.

Another thing I learned in Indiana is that if you start a fire in the woods out there and go off and leave it burning, they will fine you from five to one hundred dollars. Out there if you just get over the fence in another fellow's woods and cut a bush or sled sole without permission, they fine you five hundred dollars, and put you in jail twelve months. Why, out there they fine you from fifty to five hundred dollars for just cutting a tree along the road.

I was talking with Joe Wilson the other night and he told me that he was surprised at what he learned

last summer. He said he was a delegate to Harrisburg and went up to see the capitol that there is so much talk about and happened to go into the building that has charge of the forests in Pennsylvania. They told him that their state had seven hundred thousand acres in twenty-three different counties, and that they paid out more than three hundred and eighteen thousand dollars a year in dealing with their forests. He said they had their forest land divided up into what they called reservations, and had graduates of agricultural schools located on them to take care of them. He said the way they did was to plant a lot of seeds each year and raise a kind of nursery of young sprouts, and then give them out to farmers and school children to be planted on their farms. These foresters also planted many each year in place of ripe timber which they cut and sold, giving the money over to the state to be used in helping to pay their salaries.

Knowing that I would read this paper several places, I wrote a letter to Michigan and asked them what their state was doing. They said they printed circulars, bulletins and books, wrote articles for the press, made speeches at picnics and farmers' institutes and conventions, read papers before teachers' meetings, and ladies' clubs, and boards of trade, and manufacturers' associations, and chambers of commerce, sent circulars to teachers to use in their schools, and, by the way, does the teacher in this school use any forest papers among your pupils? "Yes," replied the teacher. "We use the agricultural leaflets sent us by the Ohio State University which sometimes have something in them about forests, and then there is a circular printed by the Experiment Station at Wooster — we use it also,

and you know, Mr. Williams, those are all the things that are published about trees in this state."

Well, Ohio is, er—well, I will tell you in my next paper that I am going to read before you what Ohio is doing.

The man who wrote me said that in Michigan they had thirty-four thousand acres for forestry, and that it is scattered about the state so that as many people as possible can get to see how to handle the tree question. He said that up there they buy up many of the swamps and stretches of waste land and make forests out of them. Up there where they have a great many more trees than we have in Ohio, their state has large nurseries and raises young trees and gives them to schools and people who will plant them.

In Maine they pay twenty thousand dollars a year just to try to prevent forest fires. They pay their professor of forestry in their state college twenty-five hundred dollars a year. Wisconsin has over two hundred and fifty thousand acres for forests. This land is scattered about in seventeen different counties. Their State University send lecturers with stereopticon outfits about the state to teach the people how to take care of the forests. New York state can not grow enough seedlings in their own state to supply them, so they buy them by the thousands in Illinois, and pay \$2.50 a thousand for them. They planted about sixty thousand at one place, Canoe Point, last year. Why, just last year the state of New York appropriated five hundred and eighty-three thousand dollars for forestry alone.

Do you see where Ohio comes in this list? Shame, indeed, that I have even mentioned her name. "What?" says Miss B. "Does not Ohio have a

Board of Forestry?" Not living — Ohio's board died fifteen years ago. Yes, this is true, Ohio has no one to look after her forests. She does not need such a board to look after her mature forests for they are gone. There were a few oaks here and there about the state last year, but some railroads needed them for ties, and they were cut and sold. You must remember that Ohio is ours; we pay the taxes, we own the land and can do just as we please with the things we own. I heard some one in Columbus last week talking about the "Ohio idea." One Ohio idea is to let the farmer cut down every stick of timber and leave a nice smooth country for the home maker who comes after him. The Ohio idea is to have all the springs dry up, all the birds go away, so that the insects can have full swing at the things we plant, to have the winds blow straight ahead unmolested as they do in Kansas, to have nice smooth fields so that the rain can wash the dirty soil off to Mexico and the Lake. Not much difference, though, because wire fences are prettier than those made of rails, and we can buy all the posts we need at twenty cents a piece. You understand, children, that we people in Ohio are very busy; we have to take care of foreign and home missions by giving a good deal of time to rummage sales and bazars, we have to hurry and educate our children so that they can go to town and get an office job and not have to work on the nasty farm, we must study carefully the laws that pertain to Sunday observance, we must enact laws against liquor selling, so that the poor people may save money and buy lumber and build themselves homes. Another thing you must not forget, and that is that we must pay our taxes — I mean our state taxes.

Why, children, up in a country called Ontario, Canada, the people do not have to pay any state taxes. Could you guess the reason? It is this, the people up there managed their forest before it was too late, and now they get a crop from them each year which sells for two million eight hundred thousand dollars. With this large amount of money, of course, they do not need to have state taxes. Many a time old England has envied this country of hers in Canada, for England, wise as she is in many ways, made the awful mistake just as Ohio is doing, of letting her forests go down. Do you know that forty per cent. of the land in England is to-day unfit for agriculture? The only thing she gets from it is a little bit of wool and mutton. All this land was once a fine forest, and if it had been taken care of in time would to-day be England's greatest wealth. Now she gets what she deserves by paying over one hundred million dollars each year for lumber which her people simply must have. Do not worry, children, we will have learned our lesson long before we are as old as England.

My time is up, and I must not read more to you now. In my next paper, I will tell you what they are doing in Ohio, because I see that you are a little interested by the way you have listened to me.

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#### **LA SALLE AND THE DISCOVERY OF THE GREAT WEST.**

By Supt. J. P. Sharkey, Member of Board of Control, Van Wert, Ohio.

Read Chapters X, XI, XII.

Make a close study of the Niagara River, through its whole length, the portage of the Niagara. Locations of places along the river; of the streams that enter it.

Read Life of Hennepin, Life of Tonty.

Read (1) "Lake Commerce" and "Canals" in chapter ix, Trotter's Commercial Geography; (2) "Inland Waterways," a publication of the Am. Academy of Political and Social Science; (3) Chapter XXX-VII in Davis' The Continent of N. A.

Point paragraphs of special literary merit in these three chapters. Have some of them read aloud at the meetings.

#### QUESTIONS AND TOPICS.

1. Describe the Griffin and the difficulties in building it.

2. Describe the route from St. Ignace to the Illinois country.

3. Locate the St. Joseph. How did it happen to be in the route of La Salle?

4. Locate the site of the Indian villages on the Illinois where La Salle and his followers spent the winter.

5. What can be said about the fertility of the region around these villages?

6. What enemies are constantly attempting to thwart La Salle?

7. How much of La Salle's greatness is real: and how much is due to the fact that he has Parkman for an admirer and for a biographer?

8. Locate the Maustonius, Bois Blanc. The "source of the Illinois" referred to in chapter xii.

9. What is meant by "Flemish" Friars?





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"POWER works easily; weakness is continually fretting itself."

\* \* \*

If we get the boy to think he can do it our task is well nigh done.

\* \* \*

KEEP the boys and girls busy and they'll work out their own salvation.

\* \* \*

INSPECTOR HUGHES always finds something to praise. He's a wise man.

\* \* \*

THE teacher has no right to interrupt the orderly progress of the recitation.

\* \* \*

WHEN we get to thinking we are "it" possibly others are calling us "that."

\* \* \*

A BOSS is one who occupies a place that the other fellow would like to occupy but can't.

\* \* \*

EDUCATION is the bridge that spans the gulf between what one is and what he may be.

\* \* \*

If teacher and pupils can only take a big hearty laugh in concert now and then the skies will clear.

\* \* \*

If we shrink from work we do not like we shall miss many joys of achievement as the days go on.

THE business of the bee is to make honey and not busy itself in making exhibitions of its power to sting.

\* \* \*

"THERE is more for us to think about in that one little hungry heart than in all the stars of the sky."

\* \* \*

IF we strut today our feathers may fall tomorrow. Better consider how much more we might have done.

\* \* \*

IT would be a pity if the child should ever come to regard her angel of a teacher as a degraded angel.

\* \* \*

THE parent sometimes thinks the teacher meddlesome who discovers that the child is not a real genius.

\* \* \*

TEACHERS' College of Ohio State University is showing the right spirit by offering work in Saturday classes.

\* \* \*

THERE is a Persian proverb to the effect that a pound of learning requires ten pounds of common sense to apply it.

\* \* \*

THE teacher might want to be a chauffeur but then a chauffeur is not specially useful in the field where plows are used.

\* \* \*

OUR European party will sail from Boston June 20 instead of June 24. This will give four extra days with no extra expense.

\* \* \*

THE teachers of central Ohio are now fully convinced that Columbus thoroughly understands the tenets of genuine hospitality.

\* \* \*

Now is the time for the Committee on Legislation of the Ohio Teachers' Association to set about getting their house in order.

MAY the glad Yuletide bring that happiness to all the teachers of Ohio that comes from a deep consciousness of work well done.

\* \* \*

AGRICULTURE is taught in two hundred high schools in Missouri, thirty in Ohio, and in one or more in twenty-one other states.

\* \* \*

IT is easy to foresee that Ohio will do herself proud in the matter of attendance at the N. E. A. meeting at Cleveland next summer.

\* \* \*

THE teacher who can tell a story well and who has many stories of the right sort at her command need not worry about discipline.

\* \* \*

IF the new teacher had been sent to this school "on approval" we wonder how many pupils would vote just now to have her sent back.

\* \* \*

WE are trying, month by month, to make the MONTHLY a quickening ingredient in the day's rations of every teacher who reads it.

\* \* \*

A BIT of Spinoza's philosophy was *bene agere et laetari*, to do good cheerfully—and that is good for moderns as well as ancients.

\* \* \*

BUSTS of Frederick the Great and Field Marshal von Moltke were presented to West Point Academy by Emperor William on Oct. 24.

\* \* \*

A SCHOOL man thinks that the great temperance wave that is sweeping over this country may be traced to the teaching of the public schools.

\* \* \*

AN editor recently spoke of "doctors of philosophy who are doling out random bits of erudition to som-

nolent classes." Yes, and some of these have the courage to call it teaching.

\* \* \*

THE teacher who knows only so much of the subject as will last to the end of the recitation has his double in the cheap fellow who earns fifteen cents, spends it for lunch, and then idles till he's hungry again.

\* \* \*

SHE is a teacher of history but during the recitation no text-book is found open upon her desk. She knows the subject and has all her time to devote to the pupils before her. She's an excellent teacher.

\* \* \*

THE school that is not democratic through and through, from morning till night and every day of the week isn't a typical American school and needs a baptism of true Americanism. There is no provision for privileged classes in the public school.

\* \* \*

WE recently heard of a man who after retiring lay awake for an hour or more wondering if he would awake on time. This misguided gentleman has his counterpart in the teacher who is so afraid of making a mistake that he does nothing.

\* \* \*

IF the teacher's zeal is not above the temperature of the refrigerator there will be a frost in that school. On the other hand if the temperature is as a June day there will be life, and growth, and beauty, and joy. The temperature of the school is regulated by the teacher.

\* \* \*

PITY the child whose teacher does not smile. The little girl says that last year she had a teacher who was kind and smiling, but that this year the teacher storms at her if she even

wiggles in her seat. Of course little girls should not wiggle but of wiggle or grouchy give us wiggle.

\* \* \*

JUST as the college tends to stimulate many boys and girls to take the high school course who do not enter college, so the high school is the great beacon light that leads many children through the grades. Take away the high school and the enrollment in the grades would decrease.

\* \* \*

AND now that we have heard the address of Inspector Hughes we shall become friends of the children, leading them, sympathizing with them, sharing their sorrows and difficulties as well as their joys and triumphs. Now nagging and stinging will be put away and love will be enthroned.

\* \* \*

ONE of the great school problems is to get the boys and girls all thoroughly awake inside. There is a "sleeping angel" in there if only we can arouse it. It seems at times that this angel must be drugged so deep and sound is the sleep but we must not despair. Once aroused this angel may do wondrous things in the world and some of the glory will be ours.

\* \* \*

FOR a pupil to remain after school, should be made a privilege and not a punishment. Every pupil who thus remains after school hours should be in a frame of mind to thank the teacher for her time at the close of the conference. Truth does not filter into the soul under compulsion. The rack is not a favorable place for soul-expansion.

\* \* \*

IF we can settle in our own minds just what it is that we are trying to do by means of geography, arith-

metic, physiology and the other branches of school work it will tend to clarify the situation. If a knowledge of these things is the end and aim of our work we shall not accomplish more than that even if we get that done.

\* \* \*

SOONER or later we shall have a law requiring every teacher to undergo a physical examination as a condition precedent to taking a place in the schools. If such an examination were held now there may be some who would fail to pass. That being the case it behooves all teachers to give such attention to their health as will render them fit and efficient.

\* \* \*

Now is the time to bring about a revision of the laws on taxation for the improvement of the schools. The pool is now troubled and if we fail to step in now we may wait a long time for another such favorable opportunity. Members of the Legislature are not far away and we can readily convince them of our interest in the matter. Let us all be up and doing.

\* \* \*

DR. GEORGE E. VINCENT in one of his addresses at Logan, made reference to people who have "a backbone of wet spaghetti." If any one can conceive of a more withering characterization of the people who are merely trying to sail with the wind, we should like to have it for publication. The man who doesn't stand for something stands for nothing, and a great deal of it.

\* \* \*

ARE the teachers of Ohio to have no redress when small-souled members of boards try to bully them into signing unlawful contracts as regards institute pay and janitor service? If

members of boards were to be deprived of office as a penalty for such misconduct it would rid our schools of a great incubus, for no man who is a law-breaker ought to hold membership on a board of education.

\* \* \*

WE can think of fifty young teachers in Ohio who are receiving somewhere near six hundred dollars a year for their work. In ten years they will earn six thousand dollars. But if they should spend four years in college their earning power would be doubled and the subsequent six years of the ten would bring them more money than the whole ten years with their present equipment. Somebody ought to pry them loose.

\* \* \*

A MAN bought a ticket at New Concord for Zanesville and put it into his pocket. Then he became immersed in his paper and forgot about the ticket, not seeing the conductor when he passed through the car. Upon reaching home the man found the ticket in his pocket. What should the man do with the ticket? This is a good question to ask the boys of our schools. We don't know what the boys will answer but the fact is the man tore the ticket up.

\* \* \*

ONE of the speakers at a meeting of the teachers overheard one of these teachers remark that speakers ought to tell teachers what to do and how to do it instead of telling them what not to do. This may be true enough so far as instructors are concerned, but it still does not relieve the teacher herself from responsibility. She is supposed to have wit enough to think out some things for herself and not depend upon "plans," "devices," and "diagrams" furnished by other people.

THERE is no reason in the world why the boy should see things my way for he has never been a grown-up, but there is every reason in the world why I should see things his way for I have been over the ground of childhood. If I can not or will not see things his way I am a poor sort of leader for him; but if I do see things his way he'll know it at once and then he will follow me through fire if need be. That's where the young heart comes in in all this work of teaching school.

\* \* \*

AFTER we have inveighed against excess talking by the teacher; after we have deplored the practice of nagging children; after we have admonished teachers to permit the pupils to do the work; after we have worked ourselves into a fine frenzy in exploiting all the tenets of good teaching we sink back exhausted and ask, What's the use of all this, anyhow? It is a pity that it is ever necessary to say any of these things. Good teachers know them already and act upon them of their own motion.

\* \* \*

THE annual address of Dr. George E. Vincent at the Logan meeting, brought the entire audience to a high pitch of enthusiasm. His subject was "Education and Efficiency," and this afforded ample scope for his vast erudition, his keen analysis, and his sprightly humor. He is a veritable whirlwind on the platform and every sentence is packed full of sense. Education, according to his definition, consists of knowledge, wisdom, and enthusiasm, and the man who possesses these three is an efficient man.

\* \* \*

IN one school on election day more than a hundred pupils voted in due form. They registered according to prescribed form, used sample

ballots in the voting, had the required officials on duty, and counted the ballots according to regulations. It was noticed that a great majority scratched their tickets. This was a lesson in civil government by the laboratory method and it is fair to state that the boys who participated in this exercise will not lose their votes in years to come because of ignorance on the subject of voting.

\* \* \*

HENRY RICH and Jimmy Poor attend the same school, read from the same books, solve the same problems, spell the same words, look up the same facts of history, con the same pages of geography, play in the same game at recess time, and spend their school hours upon the same footing. If Henry Rich can't solve the problem he asks Jimmy Poor and *vice versa*. If Jimmy Poor gets one hundred per cent. in the examination Henry Rich pats him on the back and calls him a good fellow. This is the American school. This is democracy.

\* \* \*

THE new duty of the school as explained by Dr. Vincent at Logan is to adapt the school work to changed social conditions. Said he: "We are teaching corner grocery mathematics in the days of cash registers and adding machines." Social conditions are not what they were forty years ago, and we need, said he, to make a thorough study of present conditions and then have our school work conform to these conditions. It is just such addresses as this that will bring us to a study of some work on sociology in our Reading Circle, and it is none too soon to be thinking about it.

\* \* \*

WHAT a joy these hammer-less people are! Instead of hammers they carry flowers, nor do they have

a hammer or a knife concealed among the flowers. They see the good in the people about them and the flaws in themselves. They pick up crumbs of comfort wherever they go, and return to their own work with high resolves that were inspired by the people about them. They give people credit for being honest, sincere, and earnest. They apply a discount to none but themselves. They see the good because the good is there in plain sight to such as these.

\* \* \*

POLITENESS is a virtue. At the Columbus meeting it was noticed that visiting teachers seldom failed to recognize the courtesies that were extended. They made Columbus teachers feel that the hard day's work was not in vain by a word of commendation, or a pleasant smile of approval as they left the room. Moreover, the bearing of the visitors impressed the conviction that they were attending recitations in a school and not witnessing a show, and their uniform politeness to the teachers in charge showed well for the visitors and brought sunshine to the Columbus teachers.

\* \* \*

A HISTORY teacher is doing a distinct service for her pupils in stimulating them to prepare note-books on the subject. We have seen some of these and they are very artistic. They are illustrated with pictures taken from periodicals and these are used to make clearer the text. The work of preparing these note-books will stamp the facts of history indelibly upon the mind. Incidentally the pupils are learning to do their work artistically and, incidentally, also, they become alert and are quick to see in books, and in magazines many things that before would have escaped unnoticed.

PARTICULAR attention is called to the resolutions, to be found elsewhere in this issue, which were adopted by the Central Ohio Association. Those resolutions which relate to the general subjects of taxation and school revenues should be carefully studied in order to have a thorough understanding of the whole subject. The first step toward getting what we need is to understand our needs and the ways and means for supplying those needs. The committee has done a very distinct service to the schools in the drafting of these resolutions and we commend them to the careful study of all teachers of Ohio.

\* \* \*

DEAR Teacher: Do you look out of the window each morning wondering if some pupil will not bring you flowers? When a pupil brings you a box of fudge do you take it as of natural right? When a special kindness is shown you by your pupils do you take it as a matter of course? Are you counting on some gifts from pupils at Christmas time? Do you expect incense upon your altar each day? If you answer all these questions affirmatively, then it might be well to reverse the process and carry some flowers, fudge, gifts, and kindnesses to your pupils. It is better to be altruistic than to be self-centered.

\* \* \*

THE State Association of School Board Members will meet at Columbus early in January, and it behooves superintendents to induce members of their boards of education to attend this meeting. Every session of this body has much that will profit every board member and, therefore, every school that is represented. Those who attend return home with larger conceptions of school work and a larger sympathy with all movements that make for better con-

ditions. The program for this next meeting will soon be published, and we shall all do well to bring it to the attention of all board members.

\* \* \*

We have a standard bushel, a standard gallon, a standard yard, and other standards of weights and measures, but we have no standard child. There is no fixed measurement for children. The one hundred per cent. is a fiction so far as it relates to children. One child with a grade of seventy may be just as large so far as growth is concerned as the other with a grade of one hundred. That's where the teacher's wisdom comes in. Eliminate the personality of pupil and teacher and you have a machine, and all grading could be done mechanically. But the personality of pupil and teacher is the largest factor of school.

\* \* \*

THE Ohio Patrons of Industry ask that the minimum salary law and the law relating to paying teachers for institute attendance be repealed. We are surprised that any one should ever think of repealing either of these laws. It is difficult enough now to secure good teachers without adding to the difficulties. Possibly some people might be willing to have schools closed altogether so as to save expense. A certain man once objected to the expense when Mary anointed the feet of the Savior and wiped them with her hair. However, it is gratifying to note that the objection of this man did not deter the good woman in her holy service.

\* \* \*

ONLY a little time now and we shall be going back home for Christmas. The days will go slowly from now on, for it seems a long time since we saw the folks. It will be good to see the old home again.

Mother will have supper ready and will be standing at the front door, and father will have a big fire to give a cheery welcome. It will seem good to sit before that big fire with none but home folks about it. We shall all be saying things, whether we speak or not, and what we say the angels themselves might hear. Society is all well enough, but for real comfort home is the place, with the home folks and the home feeling.

\* \* \*

EVEN yet there can be found a board of education by diligent searching that would deny teachers their pay for institute attendance. This law has been declared valid by the Supreme Court and these men know it, and when they attempt to withhold this extra compensation they are acting contrary to law. They know that, too. It is a species of bullying that is neither fair, nor kind, nor American. They would be mortally offended if some one should apply harsh epithets, but the fact is that they claim to be law-abiding citizens and want their children trained to be such, and yet violate the law themselves. Let some one lead in prayer.

\* \* \*

THERE were features in the address of Supt. Dyer at Columbus that were altogether admirable. In the first place, he had a message; and, in the next place, he caused everybody to hear what he had to say. These are always prime virtues in an address. The gist of his address was a plea for doing necessary things well, and not spending time with unnecessary things. If only we could all follow this wise counsel there would be a great change in our teaching. We are spending time that is valuable in matters that are non-essential and neglecting matters that

are really important. Let's all take a course in school teaching from Supt. Dyer.

\* \* \*

PEOPLE write and speak of supervision and superintendence as if they were interchangeable terms but such is not the case, by any means. In many states there is county superintendence but no one in any of these states ever claims that they have county supervision. Supervision, that is close supervision, is impossible in a county. Our Ohio counties have from 150 schools up, and no one can supervise that number of schools. Certainly one man cannot supervise that number of schools. What we need to do is to exercise greater care in our use of words. Let us all be careful to state whether we mean supervision or superintendence.

\* \* \*

ANNIE Windsor Allen has written a book whose title is, "Home, School and Vacation." From this book we take the following: "Three-quarters of all skillful teaching consists in presenting opportunities for mental action. A formed mind has a tendency to paralyze an unformed mind. The childish mind stands still when it is too much aware of an older presence. Therefore, when children have been supplied with what they need at home or at school, they must be left as much as possible to themselves in the use of it. The less teaching the better so long as they learn. The teaching should be just enough to insure steady progress and good mental habits."

\* \* \*

A BRIGHT young lady taught in a high school last year, but was not re-elected because, forsooth, she had neglected to call upon the members

of the board in the course of the year and pay her respects. If these same men had employed a physician for their children would they expect this physician to come around periodically and burn incense upon their honorable altars in sheer gratitude to them for giving him the job? Or, would these men have gone to the physician in gratitude for his patient skill in bringing their children back to health? Oh, yes, the young lady is teaching this year in another high school and, this time, in a town where she is expected to do her work well in the school as the only condition upon which her retention depends.

\* \* \*

WHEN Washington appointed Samuel Osgood, the first Postmaster-General of the United States, in 1789, there were only 75 post offices. The rate of postage was 6 cents for 30 miles, and on up to 25 cents for 450 miles. As stated in a recent address by Postmaster-General Meyer, there are now 62,659 postoffices, and, as we all know, the rate for first-class mail is 2 cents an ounce. In 1906 the expenditures were \$178,449,776.89, with receipts amounting to \$167,932,782.95. Each month Uncle Sam distributes about a *thousand million letters and postal cards*. Do you wonder that once in a great while one goes wrong? Mr. Meyer recommends the establishment of a parcel post on rural routes and at city free delivery post offices; also a postal savings bank system. Write to the Post Office Department at Washington, D. C., and get his very interesting and informing address of October 12, and tell your pupils about this department of their government, which comes in touch with every home in the United States.



I'm stingy, that's what ails me. I'd like very much to have scholarship, to own a college diploma, if it didn't cost anything. I'd like to go to hear some of the great orators and drink in the eloquence as it pours from their lips, if it didn't cost anything. I'd like to go to the sea-shore and watch the great waves come rolling in upon the rocks and hear their thunderous breaking, if it didn't cost anything. I'd like to climb to the top of the mountain and see the landscape spread out below me, watching the clouds fleck the landscape with shadows, if it didn't cost anything. I'd like to visit some of the great art galleries of the world and see the paintings that have given men immortality, if it didn't cost anything. I'd like to go to Europe and see where battles have been won and where history has been made, if it didn't cost anything. I'd like to read some of the great masterpieces of literature and be counted among the readers of the world, if it didn't cost anything. I'd like to climb into some niche of greatness, if it didn't cost anything. I'd like to have the friendship of people about me and especially of the children, if it didn't cost anything. I'd like to have a garden filled with flowers of beauty, of gladness, and of pleasure, if it didn't cost anything.

\* \* \*

WE are told that the secret of sympathy is understanding, but sometimes there is serious misunderstanding, and then there can be no sympathy. The teacher whose heart is young enters into the thoughts and feelings of the children. Then she is a real leader. She knows and appreciates their difficulties and trials for she lives these over again with the children. If by any chance she should ever become "set in her

ways" thinking hers the only way and all other ways wrong and even unholy, then there will ensue jarring in the family because of a lack of sympathy arising from a lack of understanding. We must see the matter with the child's eyes.

\* \* \*

She's human and, likewise, humane. She teaches the branches and much besides. She can treat a cut finger and has sense enough to know that the pain of the finger must be eased before anything can be done with the lesson. She doesn't consider the time lost that is devoted to looking after proper temperature and fresh air, even if the lesson is shortened by five minutes. In fact, she knows that proper conditions are essential to proper growth. She doesn't measure mental growth by pages in a book, nor by the number of minutes of a class exercise. She knows better. She's human. She does in a school just what she would do if the pupils were at her home. She's human.

\* \* \*

THE theme of the baccalaureate discourse before the graduating class of Columbia University was "The Courage of the Commonplace" and it would be a boon to every school to have the spirit of this discourse inculcated. It shows that real heroism is connected with doing the daily round of ordinary work and "is not specially reserved for crises, it calls for the courage which undertakes a daily duty as if it were a splendid adventure, for the courage which cares only for the great cause and is not dependent on the wages of appreciation. It demands the courage of the commonplace." Here is another entire paragraph which it were well to read to all the boys; "Let a young man say to himself, as he makes his plans for life, 'By the

grace of God, I will be scrupulously honest, I will speak the truth, I will neither bet nor gamble, I will keep myself clean from the sins of drunkenness and sensuality. And all this I will do in word and in thought as well as in deed.' Such resolutions as these are a declaration of war. They mean daily difficulty. They are concerned with commonplace temptations, and the conquest of them all will not make a man a hero, in the esteem of general society. But that means that they are just so much the more heroic. For heroism is not a matter of applause. It is not an affair which needs for its performance the expectation of a multitude. It is not necessarily dramatic. The hero is the man who does the right thing when it is terribly hard to do it, and when other people are afraid. There are young men of high spirits, ready for adventures, who are sincerely desirous to be good men. They have no instinctive liking for the unclean. But they go the way of the crowd because they are afraid to do anything else. They do not dare stand alone, saying, 'Friends, this is a thing which I hate. I will have no part in it.'"

#### EDUCATIONAL NEWS.

— The new officers of the Central Ohio Association are: President, Supt. H. R. McVay, Sidney; Secretary, Miss Nellie Ellis, Urbana; Executive Committee, Hon. U. S. Brandt, Columbus, Supt. J. D. Simkins, Newark, and B. B. Harlan, Dayton.

— The story by Miss Sara W. Featherstone which appeared in our November number has attracted much attention and teachers are calling it a "Child's Classic." Many teachers have used it very effectively

in their schools and find that it appeals to the children. It teaches the lesson of unselfishness in a very pleasing way and we are glad to have it in the MONTHLY.

— Prin. D. F. Masters, of Coal Run, in remitting for the MONTHLY says that Dr. Thompson's N. E. A. paper was worth the dollar and regards all else that we have published during the year as coming to him free. Now that sort of a message cheers and encourages.

— Prin. Orrin Bowland and the teachers of Van Wert High School require pupils to read and report upon three books a year, one each term, and the following excellent list is suggested:

#### BIOGRAPHY.

Thomas H. Benton, Roosevelt; Alexander Hamilton, Lodge; Thos. Jefferson, Morse; Andrew Jackson, Sumner; Gladstone, Morley; Lincoln, Schurz or Nicolay; Washington, Scudder; Daniel Boone, Thwaites; selections from Plutarch's Lives.

#### HISTORY.

Story of the Revolution, Lodge; LaSalle and the Discovery of the Great West, Parkman; Struggle for a Continent, Parkman; Two Great Retreats, Montgomery.

#### ESSAYS.

American Ideals, Roosevelt; Motives of Life, Swing; Sesame and Lilies, Ruskin; Essay on Milton, Macaulay; Essay on Burns, Carlyle; Flight of a Tartar Tribe, DeQuincy; Self Culture, Bishop Hunting-ton; A Man's Value to Society, Hillis.

#### POETRY.

The Rape of the Lock, Pope; Palamon and Arcite, Dryden; Evan-

geline, Longfellow; Sohrab and Rustum, Browning; Golden Treasury, Part I, Palgrave; Golden Treasury, Part II, Palgrave.

MISCELLANEOUS.

Twelfth Night, Shakespeare; As You Like It, Shakespeare; Great Books as Life Teachers, Hillis; Ivanhoe, Scott; Quentin Durward, Scott; Henry Esmond, Thackeray; Tale of Two Cities, Dickens; Lorna Doone, Blackmore; Sketch Book, Irving; The Blue Flower, Van Dyke; Tales from Shakespeare, Lamb; Quest of John Chapman, Hillis; Expedition of Lewis and Clarke, Hosmer; Les Miserables, Hugo; Ben Hur, Wallace; Story of the Iliad, Church; Story of the Odyssey, Church; The Man Without a Country, Hale; How the Inner Light Failed, Hillis; Heidi, Spyri; The Young Citizen, Dole; Arthur Bonnicastle, Holland; John Halirax, Gentleman, Miss Mulock; Cranford, Mrs. Gaskell; Ramona, Helen Hunt Jackson; David Copperfield, Dickens; Making of an American, Riis; Up From Slavery, Washington; Majorie Daw, Aldrich; Westward Ho, Kingsley; A Talk About Books, Larned; Kenilworth, Scott; Story of the Indian, Grinnell.

— The Southeastern Association elected the following officers: President, Supt. H. T. Silverthorn, Logan; Secretary, Miss Helen Mills, Pomeroy; Executive Committee, Supt. H. E. Conard, Gallipolis, Supt. J. E. Kinnison, Jackson, Dean H. G. Williams, Athens. The next meeting will be held at Jackson.

— At the four-country meeting at Washington C. H., Oct. 26, the following resolution was adopted: That it is the sense of this association that the time has come when Ohio should

by law require that those who aspire hereafter to enter the ranks of the teachers of her children furnish evidence of academic training in advance of the kind of school, elementary or high, in which they expect to teach, and of professional training equivalent to at least one year in some approved school."

— The Washington C. H. meeting Oct. 26 was a veritable feast of good things. Prof. Smyser of Delaware, gave an address on the "Idyls of the King," Dr. Frank P. Graves of Ohio State University on the "Vital Power of Poetry" and President Perry of Marietta College on "The Teacher as a Social Force." Prin. W. H. Rice of the Chillicothe High School, was elected president for next year.

— The Northeastern Association passed a resolution asking the Legislature to pass a law providing for supervision making the unit a district that the supervising officer can conveniently and effectively cover. The program consisted of an inaugural address by President W. R. Comings, Elyria, on "An Educational Renaissance," an address by Supt. R. W. Soloman, Cuyahoga Falls, on "Modern School Criticism," one by Supt. J. S. Johnson, Salem, on "The Teacher's Work," and one by Supt. W. H. Elson, Cleveland, on "What to do With the Backwood Pupil." The committee is preparing a notable program for the great February meeting.

— Prof. William Dawson of Antioch College, delivered a very scholarly address upon "Lessons From Faust," at the first bi-monthly meeting of the Greene County Teachers' Association held at Xenia, O., on Saturday, Oct. 19, 1907. The other speakers were R. O. Wead of Yellow Springs, O., President of the Asso-

ciation; Miss Mary Turner of Xenia, and Dean H. C. Minnich of Oxford.

— Supt. J. G. Crabbe of Ashland, Ky., has been elected to the office of State Superintendent of Public Instruction and will enter upon the duties of his new position January 6. This fact has special interest for all our readers by reason of the fact that Supt. Crabbe is a native of Madison County, Ohio, and taught his first school in Pickaway county. He



SUPT. J. G. CRABBE.

is a graduate of Ohio Wesleyan University. He has been superintendent at Ashland for seventeen years and had just been re-elected for a term of four years. His conduct of the schools of Ashland made him conspicuous over the entire state of Kentucky and finally brought him into his present exalted office. He is earnest, honest, sincere, candid, industrious to the limit and does the work in hand as if it were the only

task in the world. As manager of the Clyffside Chautauqua Association, as Secretary-Treasurer of the Ashland Commercial Club, as Superintendent of the largest Sunday School in Kentucky, as a Musical Director and writer of a prize gospel song "Beauty for Ashes" and a sacred quartet "If I Forget Thee," in all these duties and relations he has exhibited the many-sided man and one who does his work thoroughly. He loves Kentucky but keeps a warm affection for Ohio and all that Ohio stands for in education and in civilization. He has many friends on this side of the river whose best wishes will follow him to Frankfort and who will rejoice at all the splendid achievements that lie just ahead. The people of Kentucky are to be congratulated upon securing for this high office a man who combines so many excellent qualities of head and heart.

— The officers of the Northeastern Association are: President, Supt. W. R. Comings, Elyria; Vice-President, Supt. F. H. Kendall, Painesville; Secretary, Miss Mary J. Bright, Cleveland; Treasurer, Supt. H. A. Redfield, Nottingham; Executive Committee, Supt. H. V. Hotchkiss, Akron, Supt. J. M. H. Frederick, Lakewood, Supt. W. H. Elson, Cleveland.

— Supt. John S. Alan of Mt. Vernon, received a "shower" Oct. 28, from the uttermost parts of Ohio to remind him of the fact that his many friends were cognizant of the return of his natal day.

— Although the Emperor of Austria, who has just entered upon his seventy-eighth year, is an extremely frugal eater, he pays his cook, Perski, £2,000 a year for providing elaborate meals for his court, his household,

and his guests. This same Perski was formerly cook to Count Rheingaum. Many years ago, when the Emperor was dining with his subject, he was struck by the way a certain boar's head was cooked, and desired that the artist should be complimented. Two days afterward a huge packing-case arrived at Schonbrunn with Count Rheingaum's compliments. On being opened the packing-case was found to contain Perski, the cook, in good health, although rather breathless. The Emperor accepted the gift and installed Perski as his principal cook.

— Says President Roosevelt: "I am firmly convinced that most farmers' boys and girls should be educated through agricultural high schools and through the teaching of practical elementary agriculture in the rural common schools, so that when grown up they shall become farmers and farmers' wives. Education should be toward and not away from the farm."

— The will of Robert N. Carson, who was a Philadelphia millionaire, provides for a \$5,000,000 institution for orphan girls. It is to be located at Flourtown, just over the city line in Montgomery County. The institution is to be modeled after that of Stephen Girard, for boys. It will be open to all poor white girls both of whose parents are dead.

— Miss Artinca Beck, of Scott, has been elected to fill the position at Tipton, made vacant by the death of Mr. W. H. Green.

— The officers of the Northwestern association for the ensuing year are the following: President, Supt. F. E. Reynolds, Defiance; Vice-President, Supt. W. N. Beetham, Bucyrus; Secretary, Miss Mary

Aberle, Mansfield; Ex. Com., Supt. S. H. Layton, Fostoria, Prin. H. L. Jones, Toledo, Prin. J. F. Smith, Findlay; Members Board of Control of Athletic Association, Prin. Geo. C. Dietrich, Sandusky, and Prin. H. M. Lowe, Fremont. The next meeting will be held at Fostoria.

— Of the many excellent things presented at the recent session of the Northwestern Ohio Teachers' Association, at Mansfield, the demonstration by the Physical Education Department, in the Y. M. C. A. gymnasium was conspicuous. Miss Leiter, supervisor, gave the various features of grade work for the entire year, using schools, and not selected pupils. This was not an exhibition, but showed the actual work conducted in the school room, and reflected great credit upon the teachers. Four weeks prior to the occasion, it was new work to all the pupils participating, save the ball drill by last year "eighth grades" — now high school freshmen. The program included the following: 1. Plays and Games, Miss Bristow. 2. Patriotic March, Miss Palmer. 3. Common Work, with Wands, Miss Goodwin. 4. Rhythm Work, Miss Fisher. 5. Dumb-bell Work, Miss Marvin. 6. Bounding Ball Drill, Miss Marvin. It was considered by all present a fine demonstration of most excellent plans.

— The old colored brother is a true philosopher. Here is the way he puts it: "Be what yo' am — a common sort o' pusson, an' allus let yo' assets kiver yo' liabilities."

— The Auglaize teachers met at New Bremen, Nov. 23. The speakers were Supt. C. C. McBroom, Supt. Charles Haupt, Supt. Hugo Anthony, J. O. Erwin, E. J. Rodeheffer, E. L. Steenrod, Miss Margaret

Stone and Supt. Jas. T. Begg, of Columbus Grove.

— Theodore Kelsey goes from the high school at Marion to teach chemistry in a St. Louis high school at \$1,300. He's a graduate of Findlay high school and Ohio Wesleyan.

— The instructors for Geauga Co. institute Aug. 10-14, 1908, will be P. I. Tussing, Emma G. Cowle, H. B. Turner, and W. R. Davis.

— Nevada has done away with the office of county superintendent, and divided the state into five districts, for each of which there will be a deputy superintendent appointed by the State Board of Education.

— The greatest thing a human soul ever does in this world is to *see* something, and tell what it *saw* in a plain way. Hundreds of people can talk for one who can think, but thousands can think for one who can see. To see clearly is poetry, prophecy, and religion, all in one.—*Ruskin*.

— Dr. Charles H. Roberts, of Ulster Co., New York, has given \$30,000 for the purpose of establishing six scholarships in agriculture at Cornell University.

— The Paulding Co. Teachers' Association held its first meeting of the year at Grover Hill, Oct. 19. Dr. Charles Haupt, of Wapakoneta, gave two interesting talks on "Arithmetic" and "Discipline," and Supt. J. H. Finley one on "Spelling." The next meeting of the Association will be held the third Saturday in December, at Latty.

— Miss Sopha Luzadder has been elected principal of the high school at Payne.

— There are 91 pupils in the high school at Paulding—this being the largest enrollment for a number of

years. Teachers and pupils are enjoying their work. Supt. Stinchcomb and Prin. Westerfield are to be congratulated on their success.

— Supt. Lester S. Ivins, of Lebanon, secretary of the Township Superintendents' Association, urges all township superintendents to attend the meeting of the association at Columbus holiday week. Furthermore, if any superintendent would like to hear some special topic discussed and will make this fact known at once, Supt. Ivins will see that it is placed on the program. This is an important meeting because it has to do with the solution of the rural school problem, and the MONTHLY joins Supt. Ivins in urging every township superintendent to be present if possible, and to send topics for discussion to Supt. Ivins at once.

— The Guernsey Co. teachers had a good meeting at Senecaville, Nov. 2. A welcome by Supt. J. R. Hartup, an address on "The Value of Word Study," by Prof. C. J. Marshall, of Muskingum College, and two addresses by Hon. John M. Amos, of Cambridge, two by Commissioner Jones, and an address by Supt. F. J. Boyd, of Pleasant City, crowded the day full of good things that will help on the work for many moons.

— A teacher writes to complain of interruptions and unnecessary conversation in the rear of the hall at the Central Ohio meeting. He seems to think that some teachers need the discipline they mete out to their pupils.

— The Findlay high school enrolls 467, with only 13 teachers to do the work. They would have more teachers if they had more room. Prin. J. F. Smith works early and

late, and his industry and efficiency are an inspiration to all the teachers who do the extra work required with hearty good will.

—The Hamilton Co. meeting Nov. 9 was excellent. Excellent music was furnished by the girls of the Mt. Healthy high school. Prin. W. W. McIntire, of Norwood, gave a most inspiring inaugural address, and Prof. T. L. Feeney, of State Normal College, Oxford, gave an excellent address on manual training for the small schools.

—Supt. Aaron Grady, of Nelsonville, is happy in his work, and in the anticipation of having the new \$50,000 high school building ready next year. The total enrollment in the schools is now 1,400, with 194 in the high school. There are seven wide-awake teachers in the high school, four of whom are college graduates. The standard in the high school is being constantly raised, and this seems to attract more and more pupils, just as it should do. They have departmental work in the grades and like it.

—Supt. J. T. Tuttle, of Washington C. H., puts it well in his school manual in the following words: "The one object of supreme importance in the school is the child. First, as an individual to give him possession of the fundamental principles underlying the various branches of instruction and to inspire him to use his powers to initiate and achieve some definite purpose and fit him to meet and solve the problems of his daily life; second, to train him for social and institutional life and cause him to realize his responsibility as a good citizen. There are many things he must assume as an individual in life and many things in which he must waive his right as

an individual and join his efforts with others for the common weal."

—Supt. S. H. Layton, of Fostoria, has 46 teachers in his corps, but reports 48 members of the Reading Circle. Whenever you reach Seneca county you may safely assume that every teacher is a member of the Circle. It is a habit.

—The Miami Valley Schoolmasters' Club met at Dayton Oct. 25. Supt. F. B. Dyer, of Cincinnati, was the guest of honor and spoke on the following topics: 1. A high standard of scholarship necessary. 2. Civil service appointment of teachers. 3. To abolish the present system of examinations. 4. Provision for professional growth. 5. Adequate compensation. 6. Adequate pensions for teachers. It was the unanimous verdict of the club that Supt. Dyer's address should be published. There were present: C. W. Bennett, J. R. Beachler, Geo. W. Buck, L. J. Bennett, J. W. Carr, E. B. Cox, C. W. Cookson, Orville Crist, Lee A. Dollinger, J. O. Leary, Geo. Eastman, Seth Hayes, B. B. Harlan, Darrell Joyce, C. L. Loos, H. R. McVay, W. H. Meck, H. C. Minnich, C. W. McClure, Arthur Powell, W. S. Rowe, W. T. Trump, J. W. White, S. Wilkin, F. B. Dyer and several invited guests.

—Prof. Edwin Barlow Evans whose fine article on "The Vocal Interpretation of Literature" we published last month is available for addresses at teachers' meetings and we have every reason to believe that his tongue is as eloquent as his pen. His address is Westerville, O.

—The Lorain County teachers met at Elyria November 9 and held a good meeting. Miss Sarah Smith, of Lorain, read a paper on "Seeing

the Invisible," Miss Lillian Sears, of Elyria, on "Glimpses of Europe," and Dr. T. H. Haines, of Ohio State University, on "Social Conditions in Eastern Kentucky."

—Supt. E. S. Monce, of Forest, has twelve girls in his senior class and not a boy, a sort of woman's rights class. However, there are some boys in the school and in time they will be seniors.

—Thomas R. Neilson, supervisor of music and drawing at Upper Sandusky, is making his influence felt for good things in that section of Ohio. He will conduct the music in the Hardin County institute next summer.

—Supt. N. E. Hutchinson, of Kenton, and his teachers, held an art exhibit in November for the benefit of the school picture fund and realized about two hundred dollars which will provide at least one good picture for each school-room. The great advantage of such an exhibit is the education of the people of all ages on the subject of art, and, thanks to the teachers, the people of Kenton are now well equipped in this line.

—Miss Georgia Coulter has been doing primary work in Bellefontaine for some years, but is as young in spirit today as when she began and, hence, is idolized by the children.

—Supt. J. W. Wyandt, F. C. Flickinger, Supt. A. J. Love, Supt. T. G. Pasco, Supt. M. B. Collins, Miss Jennie Caldwell, E. W. Struggles and W. L. Fulton gave the teachers of Williams County an excellent meeting at Pioneer Nov. 9.

—The teachers of Knox County met at Mt. Vernon Nov. 23 and were treated to the following program: "The Artist-Teacher," Supt.

H. C. Fickell; "What the Present Age Demands of the Public Schools," Supt. Paul M. Lybarger; "One or More" and "Knowing and Doing," Supt. H. H. Helter; "Walt Whitman and His Poetry," Supt. J. N. Pinkerman.

—Supt. J. W. Mackinnon, of Bellefontaine, attended the Central Association meeting again this year, making his thirty-first trip to the meeting of this association.

—Prin. C. C. Patterson is doing a great work in the Springfield high school and the people are waking up to the fact that they have a man at the helm. A fine new building is the next item on the progressive program.

—The following definition, quoted exactly as written, spelling and all, was recently handed to an institute instructor at the close of a lecture, in which special emphasis was placed upon the importance of *not worrying*:

"Der meaning of vorry is to go through a whole lot of trouble vich never happens."

—Coal Run high school has 15 boys and 7 girls. The attention of Supt. Cookson and Prin. Traber, of Troy, is called to this fact. Fifteen boys and seven girls.

—The high school at Greenfield now enrolls 147 as against 48 five years ago. This is an excellent recommendation of Prin. Ray Harris and the teachers. The new teacher of Science is Herbert N. Massey of Ohio State University.

#### WHAT YOU OUGHT TO KNOW.

If you do not know, that we have 165 five cent classics to select from. They are graded for all grades, and.



contain subject matter of History, Nature, Myths, Biography and Literature. Write us for complete list. S. C. Dobson, 232½ N. High street, Columbus, O.

— Dr. W. O. Thompson gave the annual address before the State Teachers' Association of Rhode Island at Providence, Oct. 17, taking as his subject "The Teacher of the Twentieth Century." He will give four addresses to the teachers of Colorado at their annual meeting in January.

#### A PLAN TO IMPROVE YOUR ENGLISH WORK.

You will agree that it is better to read and study ten or fifteen Classics instead of three or four, but you say it is too expensive for the pupils. We have overcome this objection by placing at your command our famous 10c. Classics. We have over 100 different Classics, including the College Requirements. We also have a special price on our 25c. cloth bound Classics that will interest you. Let us send you a complete list. S. C. Dobson, 232½ N. High street, Columbus, Ohio.

— The next State Examination will be held at Columbus Dec. 24-26. Address all inquiries to Supt. H. B. Williams, Sandusky, Ohio.

— The Rhode Island teachers recently adopted the following:

"*Resolved*, that school children need cultivation in speaking as well as in singing; that a pleasant voice in every person is desirable; and that if every teacher, from the kindergarten to the high school, would kindly insist upon a good tone whenever a child speaks in the school-room, the result would be healthful and pleasing."

— Supt. O. C. Larason, of Homer, is having a good year with a very wholesome educational sentiment. This is being fostered by a series of literary-social rallies which he is holding in the various districts of the townships. Good idea.

— Teachers who are casting about for supplementary reading for their pupils will do well to send to the American Book Co., Cincinnati, for *Famous Pictures of Children*, price 40 cents; *Second Fairy Reader*, price 35 cents, and *Franklin's Autobiography*, price 40 cents.

— Hon. A. P. Sandles of Ottawa, has sent out a letter to the pupils who won prizes at the Putnam Co. fair from which we extract the following gems: To "honor father and mother" does not mean to be just kind to them; it means for you to hustle and amount to something in the world, so the "Old Folks" can be proud of you.

Education will not be a blessing if it spoils you from work and makes you ashamed of the good woman who does your washing and mending.

Work between meals is good, healthy exercise, and will put you on friendly terms with bread and butter.

If you loaf around sucking a cigarette, waiting for "a white shirt job" and money from home, you will die young and deserve an elm board for a tombstone.

The lazy young man who sat down on a chair out in the pasture field and waited for the old cow to back up and be milked, is sitting there yet—with an empty bucket.

If you keep on winning prizes, your post-office address will become known to a great many people.

— December 26-28 are the dates for the meetings of the allied associations at Columbus. Headquarters will be at the Southern Hotel. The speakers at the evening sessions will be State Superintendent Fasset A. Cotton of Indiana, Hon. F. A. Derthick, Master of State Grange, Dean Henry G. Williams of Athens, and Supt. F. B. Dyer of Cincinnati. The day sessions will be held at Ohio State University. Following is the list of the associations: The Ohio State Association of School Examiners, The Ohio Township Superintendents' Association, The Ohio College Association, The Ohio Academy of Science, The Ohio School Improvement Federation, The Central Ohio Schoolmasters' Club, The Ohio Speech-Arts Association, The Association of Ohio Teachers of Mathematics and Science, The Ohio Art and Manual Training Teachers' Association, The Ohio State Association of Secondary Teachers, The Ohio State Association of Elementary Teachers, The Ohio Young Men's Christian Association, The Ohio Kindergarten Association, The Ohio State Association of Medical Teachers, The Ohio Division of the U. S. Historical Society, The Association of Ohio Teachers of Philosophy, Psychology and Pedagogy.

— A school manual in giving the duties of the janitor says among other things, "He should not permit any loafing of persons on said premises, or in the buildings thereof." Here we find the first dawning of the Millenium.

— Prof. A. J. Gantvoort, Dean of the Cincinnati College of Music has written a *School Music Reader* which is published by the American Book Co., and sells at 40 cents.

Every teacher in Ohio either knows or knows of the big souled Gantvoort for he has laughed and sung his way to many hearts. This book is an expression of the man and, therefore, no one need hesitate to buy it even on faith.

— In this number will be found an advertisement of *The New Practical Reference Library* with which the writer of these words is somewhat familiar through actual use. The chief value of such a work is that it inculcates the habit on the part of pupils of investigating subjects for themselves and every teacher knows how important such a habit is. The subjects are treated with clearness and succinctness and the child is dull who will not linger over its pages. Every parent and teacher who can recall his own feelings and aspirations of youth will readily understand how such a work as this will appeal to our young people. We should be glad if every pupil in the schools of Ohio could have access to this work both for what it gives and for the training in student habits. The Dum Brothers who are State Managers are Buckeye boys and can be depended upon to give all other Buckeyes a "square deal." Their address is 542 W. Fourth Avenue, Columbus.

— In our advertising department will be found an announcement relative to the "New Century Song Series," published by Thomas L. Gibson, Teacher of English and School Music in the Maryland State Normal School, Baltimore. It is a great pleasure to call special attention to this Series which is so popular in the East and which ought to find its way in large numbers into the institutes and schools of Ohio. Mr. Gibson was formerly superin-

tendent of Cambria County, Pennsylvania and is thoroughly conversant with the needs of the public schools and the very best methods of teaching the different subjects, especially music. As a leader of singing in large assemblies, he has very few equals, and fortunate is any teacher's institute which can secure his services. The MONTHLY heartily commends him and his books. Any one desiring to communicate with him regarding the purchase of books or terms for his services should address Thomas L. Gibson, 841 Fremont Avenue, Baltimore, Md.

— Miss Jennie Tribbey, Principal of the Morrow High School, has been granted the degree of Master of Arts, by the Lebanon University. Some years previous, Miss Tribbey had received the degrees of B. S. and A. B. from the National Normal University. In addition to this recent laurel, it may be stated that Miss Tribbey is the possessor of a State High School Life Certificate.

— The American Book Co., Cincinnati, has just published *A Text Book in Physics* for secondary schools by Dr. William N. Mumper of the New Jersey State Normal School. The price is \$1.20.

This book is workable and sensible, written in a clear, easy style and reinforced by numerous homely illustrations. Although distinguished by its directness, simplicity, and brevity, the work is both scientific and truthful. It meets equally the needs of students who are preparing for the most exacting college entrance examinations, and also those other students who are not going to college. The attention of the pupil is directed first and chiefly to the "how" rather than to the

"why" of phenomena, thus laying a firm foundation on the well-established facts and principles of the subject. Throughout emphasis is placed upon the physical relations, rather than upon the forms of expression.

— Supt. W. O. Moore of Seneca-ville has just issued a school manual which is a very artistic production and shows good taste, both inside and outside.

— The new Auditorium at Miami University is nearing completion. It will have a seating capacity of about 1200. The administration offices will be located in this building.

— Senator Haffner of Butler Co. has very generously offered fifty dollars in prizes for the best essays by students of Miami University. The subject "Political Corruption and its Remedy" open to the men and the "Relation of Women to Politics," open to the co-eds.

— The Miami Club of Porto Rico has been organized of teachers from the O. S. N. C., Oxford, who are now located there. The membership comprises Misses E. Comstock, McConnaughey, Hill, Boyden, Deaton, Geiser, Culver, Miller.

— Of recent graduates of Miami University, Mr. Moomaw is Supt. of Schools at Aireibo, P. R., Mrs. Mary Finch is teaching at Jamestown, Miss Constance Sorin at Amelia, Miss Blanche Green at Franklin, Miss Edith Huston at Union City, and Miss Reigh Brandenburg at Bluff on.

— We have before us a copy of a resolution recently adopted by the Board of Education of Findlay, of which the President is J. W. Whetstone and the Secretary is Dr. O. H.

Saunders. The resolution is as follows:

WHEREAS, a School Revenue Commission has been appointed by the Ohio State Teachers' Association whose object it is to secure more school revenue from the State treasury to the end that our schools may become more efficient, and

WHEREAS, the State is not keeping pace with the financial needs of the schools in her contributions, giving much less now per pupil than in former years, and

WHEREAS, a radical revision of our system of taxation and distribution of revenue will quite likely be made at the coming session of the General Assembly,

*Resolved*, Therefore, by the Board of Education of the city of Findlay, that we are in hearty accord with the object of the School Revenue Commission and urge a sympathetic consideration on the part of the General Assembly of this vital and most reasonable request of said Commission.

— Springfield is to have a new \$200,000 High School building. The plans are not yet complete but it is intended that it shall comprise a plant for the development of manual training, already begun, an assembly room to seat 1200, gymnasium, library, laboratories, recitation rooms, offices and all equipment necessary for the accommodation of a great school of 1000 students.

Supt. Boggess is to be congratulated upon the flattering prospects for the schools of his city.

— The Warren County Teachers' Association by unanimous vote endorsed township or joint township supervision of rural schools and that a bill be submitted to the legisla-

ture at its next session to make this form of supervision mandatory.

The action was reported to Representative William Roll and he expects to support this measure.

— Miss Mary Wallis of Girard, a graduate of Ohio Wesleyan is the new teacher of history and physical geography in the Van Wert high school and already she is a success.

— L. O. Lantis of North High School, Columbus, chairman of the committee has arranged for a meeting of the Ohio Association of High School Teachers at the Southern Hotel, Columbus, at two o'clock in the afternoon on December 26. Dr. Frank P. Graves of Teachers' College, Ohio State University, will give an address on the "Evolution of the High School," which will interest every high school teacher in Ohio. Every such teacher is urged to attend.

— The Association of Elementary Teachers will meet at Columbus, December 26 and 27, and the following program will be given: Thursday 2 p. m., "The Unseen Powers of the True Teacher," Supt. J. A. Shawan, Columbus; "Hindrances to Good Reading," Miss Grace E. Makepeace, Cleveland; "The Child and His Environment," Miss Laura F. Sheldon, Critic Teacher, Akron Normal School. Friday 9:30 a. m., "Elementary Science in the Grades," Prof. A. B. Graham, Ohio State University; "Progressive Primary Work," Mrs. Annie R. Lawhead, Newark; Business Session. Friday 2:00 p. m., "Qualifications of the Grammar School Teacher," Miss Margaret Sutherland, Principal, Columbus Normal School; "Stories and Story Tellers," Mrs. Harriet G. Reiter, Piqua; "The Elementary Teacher's

Part in Determining the Course of Study," Dean H. C. Minnich, Oxford. The officers are President, Miss Macra E. Palm, Coshocton; Secretary, Miss Tillie A. Laurie, Coshocton; Ex-Com., Miss Harriet Lazarus, Columbus; Miss Carrie Cowden, Akron; Miss Anna E. Logan, Oxford.

POETRY'S DEFINITION OF ITSELF.

Poetry is the beautiful, symmetrical verbal cabinet, constructed by the master-architect—Inspiration, and in which fitly repose the once rough, unfashioned Kohinoors of thought and emotion, cut and polished by those matchless lapidaries—Imagination and Expression.

JNO. M. BURSON.

—President Guy Potter Benton was the guest of honor at the first annual dinner of the Miami University Association of Chicago, recently held in that city. A permanent organization was formed and the spirit of Old Miami will be kept fully alive in that bailiwick.

—Supt. Paul H. Wright of Oregon, with characteristic enterprise, has instituted a lecture course for his people and they are responding nobly to his efforts. The first number on November 22, attracted a large and appreciative audience and the venture is certain to be a success.

—Supt. F. Linton of Salineville has arranged for a series of Friday afternoon talks to the pupils of the high school. Among the speakers are President A. B. Riker, December 6, and Prof. J. H. Dickason, February 7.

—Ginn & Co., Chicago, have just published a book of unusual interest, entitled "Moral Training in the Public Schools." This book

contains five essays on the subject that were submitted in competition for a first prize of five hundred dollars and a second prize of three hundred dollars. These prizes were offered by a California man who withholds his name. The essays winning first and second places and the next three in rank make up the volume.

—Have you ever consulted The New International Encyclopaedia? It will pay you to do so, because it is the most convenient, comprehensive and up-to-date work in print. It will tell you what happened this year as well as during the past 6,000 years, and it puts a twentieth century interpretation on history and literature.

Dodd, Mead & Company have an interesting "Ad" in this number, offering something of interest to all teachers and students. Hundreds of schools in Ohio now use it daily. We commend it to your careful consideration. The best is always the cheapest. The fewer dollars to be invested the more carefully should they be spent.

THE NEW YEAR.

By M. Jay.

What will it mean for me?  
Shall I at last attain  
The heights by all my dreams fore-  
told?

Be now in truth and deed  
All that I dream and long to be?

Or will my portion be  
The same old round of petty cares?  
Will it be mine once more  
To see my high resolves decline  
To deeds ignoble and ideals mean?  
To lose my soul for each day's dole  
of bread?

What will it mean for me?

**CINCINNATI PRINCIPALS' ASSOCIATION.**

The Cincinnati Principals' Association convened in regular session on November 15. It was a lengthy but very interesting meeting, the topic of the day being "Defectives." This timely subject was discussed by two members of the Association and several invited guests.

Prin. Yowell said that it was the duty of the State to provide education for all educable children and to care for all others; that weak-minded children, physically weak children, and very backward children should be separated from the mass, and given the very best care and instruction that can be provided. He also cited statistics that showed the majority of such children were able to earn their livelihood when so separated and cared for.

Mr. Max Senior, of the Jewish Charities, delivered an able and exhaustive address on the subject, speaking from experience, gathered through the organization he represented. Defectives are of several classes, some the victims of minor causes, as uncleanness, negligence or others arising from eye and ear trouble, adenoid growths, decayed teeth and the like, or again as cases of mental, if not moral abnormality. It is of little advantage, to find these cases, if they are not followed up until improvement, perhaps entire cure is effected. The gentleman advocated a central school in the city, and in each school a special class for such children.

Judge Mack of the Chicago Juvenile Court, upon being asked to give his views, stated that in his opinion, malnutrition was the cause of a great deal of the mental and moral defects of children. If the State demands that the child be edu-

cated, the child has a right to become fit for such education. You must look to the physical and the psychical health. Money spent for the proper care of defectives is practicing economy. Examinations of body and mind, watchful care for their well-being, manual and industrial training should be accorded the backward and the delinquent.

Prin. Dearness argued that the matter has been investigated by a committee; tables have been prepared, showing number of pupils behind their grade; and number and grade of children who apply for working certificates between ages of 14 and 16. It is recommended that no certificates be given below the 4th grade at least.

Much good is done by the Health Department and by Dr. Ziegler and his assistants in detecting and relieving disease.

Authority is needed to enforce recommendations of the inspectors, and more special schools and classes. The consideration of the question will be resumed at the next meeting which is scheduled for December 13.

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**RESOLUTIONS ADOPTED BY THE CENTRAL OHIO TEACHERS' ASSOCIATION.**

The following resolutions which were reported by the committee composed of Supt. J. W. Carr, Dayton, Supt. C. L. Boyer, Circleville, and Supt. H. A. Cassidy, Lancaster, were unanimously adopted by the Central Ohio Teachers' Association, November 9:

Inasmuch as the tax commission, appointed by the governor of the state, will make its report within a few days, and inasmuch as the legislature, at the coming session, will be called upon to enact laws relative to taxation which will affect the public

schools of Ohio for years to come; Therefore, be it

*Resolved*, That we, the members of the Central Ohio Teachers association, urge the tax commission to be mindful of the interests of the public schools of Ohio by recommending such tax laws as will protect every interest of the public schools and will insure sufficient school revenue to provide adequate salaries for teachers, and also to provide for physical maintenance and future development of the schools of the state.

*Resolved*, That we believe it to be the solemn duty of members of the legislature of the state to continue to safeguard the interests of the public schools by the enactment of such tax laws as will insure regular and adequate school revenues for all the public schools of the state, and that the state levy for school purposes be not abolished unless some other means of taxation be substituted therefor, which will yield as great or greater revenue for school purposes.

*Resolved*, That we commend for careful consideration by our legislators the following measures which have for their aim the increase of the school revenues for state and local purposes:

(a) That all surplusages in county offices be funded and added to county local school funds, to be divided equitably among the several local school corporations of the county.

(b) That the state constitution be amended in such a way as to permit a classification of property for purposes of taxation with a uniform rate upon all subjects of the same class; that no definition as to what constitutes property, or what double taxation or any other detail should be fixed in the constitution of the state, beyond the provision that taxes shall

be collected and disbursed for the benefit of the public, with strict justice and impartiality to every citizen; that, within these limits, the whole question of revenue shall be assumed by the people, who, through their representatives in connection with the advice and assistance of appointed non-partisan commissions, all directly responsible to the people, may devise a system of taxation with authority to revise such system from time to time, as conditions, necessity and experience may suggest;

*Resolved*, That we recommend to our general assembly the amendment of the existing pension law so as to make it compulsory for the state to pension all teachers who have given a certain number of years to the work of the schoolroom.

*Resolved*, That this association earnestly requests the governor of the state to appoint an industrial commission similar to the one now in existence in Massachusetts, whose duty it shall be to study industrial conditions in this state and to make such recommendations as will be for the best interest of the educational and industrial interests of the state.

*Resolved*, That we approve the resolution as adopted by the Ohio School Improvement Federation, the Ohio State Teachers association, and the N. E. A., "That the child labor and truancy laws be so harmonized that education of the child and not its labor be made the desideratum."

*Resolved*, That we commend the minimum salary law, believing that it has already proved to be of great benefit to the schools of the state.

*Resolved*, That we commend the law which provides that the names of candidates for members of the board of education shall be placed on a non-partisan ticket.

*Resolved*, We recommend that the certification of teachers shall be so revised that life certificates shall be granted to teachers who have had adequate training and some years of successful teaching.

*Resolved*, That we commend the establishment of additional normal schools in such parts of the state as may be decided in future, so that opportunities for obtaining professional training may be put within the reach of all teachers with a view toward making this professional training a requirement of employment in our public schools.

*Resolved*, The association again declares the necessity of some change in its program by which the needs of the large body of teachers may be better subserved. It therefore authorizes the executive committee for the ensuing year to provide for such sectional round-tables, meetings and conferences as may be demanded to be held at hours different from those of general sessions.

*Resolved*, That we express our thanks to all who have had to do with the courteous treatment we have received during our stay in Columbus. We especially thank the board of trade for obtaining this splendid hall for our meetings, the board of education, superintendent and teachers for all they have done for us. Mrs. Lord for her assistance in making up the musical program, the press of the city for liberal notices and generous reports, and the various local committees for their tireless efforts to make this meeting a success.

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**NEW BOOKS BY THE AMERICAN BOOK COMPANY, CINCINNATI.**

*Arithmetics*, by Supt. Samuel Hamilton, Primary, 35 cts.; Intermediate, 40 cts.; School, 45 cts.

*Elements of Biology*, by Geo. William Hunter, De Witt Clinton High School, New York, \$1.25.

*Written and Oral Composition*, by Mr. W. Sampson and E. O. Holland, Indiana University, 80 cts.

*History of Greek Literature*, by William C. Wright, Ph. D., Bryn Mawr College, \$1.50.

*High School Algebra*, by Dr. J. H. Tanner, Cornell University, \$1.00.

*Laboratory Manual in General Zoology*, by Prof. Glenn W. Herrick, 60 cts.

*Selections From Irving's Sketch-Book*, Gateway Series of Classics, 45 cts.

*The Story of Two Boys*, by Clifton Johnson, 35 cts.

*Explorers and Founders of America*, by Anna Elizabeth Foote, 60 cts.

*Goldsmith's Vicar of Wakefield and Deserted Village*, Gateway Series, 45 cts.

*American Book of Golden Deeds*, by James Baldwin, 50 cts.

*Adventures of Deerslayer*, adapted by Margaret N. Haight, 35 cts.

*School and Festival Songs*, by John B. Shirley, 25 cts.

*Memoires d'un Collegien*, edited by Prof. J. L. Borgenhoff, Western Reserve University, 50 cts.

*Neue Marchen*, edited by Prin. W. F. Little, Elizabeth, N. J., 30 cts.

*Stories from French Realists*, edited by L. B. Shippee and N. L. Greene, 40 cts.

*Outline for Roman History and Outline for Greek History*, by C. B. Newton and E. B. Treat, each, 25 cts.



**THE DEMAND FOR GOOD PRIMARY TEACHERS.**

The great majority of teachers prepare themselves for grade work, resulting in very strong competition for satisfactory positions. We do not know why more do not equip themselves to teach the primary grades, for well qualified primary teachers are not numerous enough to supply the demand.

Most teachers who desire to get out of the grades endeavor to reach high school positions. Here the field is crowded, too, whereas in the other direction the competition is less keen; the salaries are as good—usually better—and the work, to the well equipped, is easier and less exacting.

A course of home study in primary methods under competent direction, such as is offered by the Interstate School of Correspondence of Chicago, will give you marked ability in first, second and third grade work. There is evidence in plenty that hundreds have taken primary methods and have improved their condition greatly. It is such a course as can be taken into the school room while it is being mastered and there used in daily work, the teacher always having her practice class before her. By next spring, after profitably using your spare time during the winter in the study of primary methods, you can be prepared to apply for primary work in good schools.

There is certainly something unusually attractive in the thought—better school, better salary, less competition, residence in a good town, and other advantages which must appeal to any teacher. We advise you to investigate this subject for yourself, and believe you will agree that it will pay to specialize in this particular line of school work.

Every teacher who has to prepare at intervals for examination should be interested in the Normal courses of the Interstate School. These are exceptionally strong reviews, and have been the means of helping thousands of teachers to secure high grade certificates.

Any interested teacher can learn full particulars regarding any course by addressing the Interstate School of Correspondence, of Chicago, whose advertisement appears elsewhere in this issue.

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**INDUSTRIAL EDUCATION.**

The address of Professor Hanus, of Harvard, before the Central Ohio Teachers' Association, last Saturday, made a deep impression upon all the teachers. He argued in favor of industrial training—something different and further forward than manual training. He treated the subject from an economic as well as an educational standpoint, and made the development of the powers of the boy for work, as the very best development of his moral and intellectual qualities.

The idea is this: Take a boy of 14; put him to work under an instructor to learn how to make his living, and at the same time, creating in him a love for the work, which naturally follows an intelligent comprehension of the principles involved in the work and the possibilities there are in it. This sort of education leads to habit, skill, thought and purpose.

And then, when a boy is through with that instruction he can make his own way from the start. He does not have to loiter around, letting his life go at haphazard, picking up trifles here and there, and taking a great risk of amounting to nothing

in the world. He is given a mission with his education, and goes about it when his school is over.

There is something else about this reform that is powerfully appealing, and that is, that intelligence in work means more character, better citizenship, and truer ideals of life. These things, including the honesty and efficiency in the work itself, make this addition to our educational methods the greatest demand of the day, and the duty to secure it one of the first that a thoughtful man can devote himself to. — *Ohio State Journal*.

#### LILIES OF THE VALLEY.

By John M. Burson, Hendrysburg, O. •

Beauteous Lilies of the Vale  
With charms in every fairy bell;  
A-breathing with affection true,  
All silently a story tell.

Within my heart there is a chord,  
Deep hidden in a sacred shrine;  
Though long unswept its cadence  
sweet  
Re-echoes to a touch divine.

Thou speak'st that chord to life  
anew,  
Though silent long its strains  
have been;  
For through thy mystery is told  
"Return of Happiness"\* again.

Oh may I through thy hidden lore  
Learn of a heart that speaks to  
me!  
Does that fond heart in perfect  
rhythm  
Respond to mine with constancy?

Or is it faithless to the trust  
Reposed therein these weary years,

\*Language of the Lily-of-the-Valley.

By one who now thy beauties see  
With mingled gladness, joy and  
tears?

With gladness,— for hope's glowing  
tints  
Have brightened many a burdened  
hour.

With tears,— for clouds of dread  
despair  
Above my pathway often lower.

But still I wait the blissful day  
When faith and trust will yield  
to sight;—  
When doubts, distrusts and fears are  
gone,  
And morning breaks in golden  
light.

#### ANNUAL MEETING OF THE CENTRAL OHIO TEACHERS' ASSOCIATION, COLUMBUS, OHIO, NOVEM- BER 8-9, 1907.

Under lowering skies the members of the Central Ohio Teachers' Association started on their pilgrimage to Columbus, where they hoped to enjoy a "feast of reason and flow of soul," and where their highest anticipations were realized, not only in the cordial welcome accorded them, but also in the inspiration derived from the various addresses and by coming in contact with an earnest body of workers.

Friday was spent in visiting schools and in comparing notes; teachers freely exchanging ideas and plans that had proven helpful to them.

The social feature of the occasion was not overlooked at the various high schools, where the teachers most graciously, delightfully and bountifully entertained the visitors at luncheon. And as it is a well-established fact that friendship formed over the teacups are pleasant, let us trust that in these cases, they may also be lasting.

At four o'clock fully two thousand teachers were received by the College of Education, in the university Armory, which had been beautifully decorated for the occasion. The teachers were received by President W. O. Thompson, of the university, and his wife; Dean W. W. Boyd, of the college, and his wife; State School Commissioner, E. A. Jones, and his wife; Superintendent J. A. Shawan, of the public schools; Miss Margaret Sutherland, principal of the Columbus Normal School; Superintendent Herbert R. McVey, of Sidney; State Senator U. S. Brandt, of Canal Winchester, and Superintendent J. D. Simpkins, of Newark, the last three being members of the executive committee of the Association.

In the evening Memorial Hall was filled with teachers and their friends, who were formally but cordially welcomed by Superintendent Shawan, who said that there was no doubt in the minds of the citizens of Columbus that the teachers were there, for they had "taken the city," but had done so in such a spirit of comradeship that Columbus was glad that they were there.

The Hon. William H. Meck spoke in his inaugural address upon the subject, "School Legislation," in which he discussed some measures to be considered in the General Assembly this winter: measures looking toward the advancement of the school interests in the State. Some of these were: (a) Candidates for boards of education to be nominated by petition. (b) Teachers not to be certified who agree to teach for less than the minimum salary, or who agree to do janitor's work without remuneration. (c) Certificates to be renewed on merit, not to require an examination where the teacher has

served faithfully and well. (d) State examiners not to be permitted to do institute work. (e) The recommendation of two more state normal schools, one to be located in the northeastern, the other in the northwestern part of the State. (f) That a greater revenue be created for educational purposes.

In closing, the appeal was made that the Association organize to uplift the common schools of Ohio.

In the annual address, delivered by Chief Inspector of Schools, James L. Hughes, Toronto, Canada, upon the subject, "The Old Training and the New," the child was to be considered as an individual, not merely as one of a group. Teachers were urged to drop the old ideas of training and to take up the new ones. As no two children are alike, they cannot be successfully trained when considered collectively. The old ideas were based upon "don't's," the new, upon "do's." To teach a child to do creates confidence in himself; to teach him to do today, brings revelation tomorrow. Each point was well illustrated and Mr. Hughes held the appreciative attention of his large audience for more than an hour.

Saturday morning, before the meeting of the Association, the high school teachers held a meeting in the auditorium of Central High School to consider the formation of an Ohio association of high school teachers.

A committee was appointed to confer with high school teachers over the State and to draft a constitution and by-laws to govern the proposed association. The meeting adjourned until the holidays, at which time the organization will be completed.

The committee consists of L. O. Lantis, of North High School, Columbus, chairman; Ira A. Painter, Zanesville; F. E. Ostrander, War-

ren: F. W. Miller, Dayton, and J. F. Smith, Findlay.

By nine o'clock the floor of Memorial Hall was filled by the members of the Association, drawn there by the promise of a rich intellectual feast, and they were not to be disappointed.

"Socializing the Materials and Methods of Education," was the subject of the address by President John A. H. Keith, State Normal School, Oshkosh, Wisconsin. Five methods were considered—learning by involuntary experience, by conscious imitation, by invention, by discovery, and by invention. The last three are often overlooked and neglected, but should receive more attention.

Superintendent F. B. Dyer, of Cincinnati, in his address upon the subject, "Economy in Teaching," urged his hearers to discriminate between essentials and non-essentials; not *what*, but *how*, they teach, for they must put themselves into their teaching and thus become character builders.

"Industrial Education, or the Continuation School," was the subject of the very able paper, read by Professor Paul R. Hanus, of Harvard University.

In it Mr. Hanus outlined the work and recommendations of the committee appointed in Massachusetts to investigate the needs of industrial centers for training mechanics.

In the set of resolutions submitted by the committee through the chairman, Superintendent J. W. Carr, Dayton, and adopted by the Association, one was to the effect that the Ohio Assembly be asked to appoint a committee to follow a similar plan of work for this State.

The report of the nominating committee being adopted, the following officers were elected: President,

Herbert R. McVey, Sidney; Vice-Presidents, Miss Nellie Roberts, Columbus; Miss Nellie McCabe, Piqua; Secretary, Miss Nellie Ellis, Urbana; Executive Committee, Hon. U. S. Brandt, Canal Winchester; Superintendent, J. D. Simpkins, Newark; Professor B. B. Harlan, Dayton.

It would indicate a lack of appreciation not to mention the music in this report.

Friday evening the Philergian Orchestra, of North High School, under the directorship of Mr. W. L. Cozzens, rendered the first number on the program in a very creditable manner.

Mr. Oley Speaks was greeted by his admirers and won new ones by giving two baritone solos, and generously responding to encores. The choruses, Saturday morning, by members of the Southwood School, were excellent and reflected credit upon their teacher, Miss Charlotte Olmhausen, and upon Mrs. Lord, director of music in the schools.

The afternoon and evening trains and interurban cars carried weary but well pleased teachers to their homes, each one feeling it was good to have been there.

ARABELLA C. DACKERMAN.

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#### OHIO SCHOOL IMPROVEMENT FEDERATION.

Columbus, December 26-28.

#### PROGRAMME.

General Theme: An Efficient Public School System for Ohio.

THURSDAY EVENING, EIGHT O'CLOCK,  
AUDITORIUM OF GREAT SOUTH-  
ERN HOTEL.

Inaugural Address--Making Teaching a Profession, Recognized, Pro-

tected, and Justly Compensated. President S. K. Mardis, Toronto.

Our Rural Schools—Their Needs. Hon. F. A. Derthick, Mantua, Master of State Grange.

Suggested Resources of Revenue for the Public Schools. Hon. Allen R. Foote, Columbus, President National Tax Reform Association.

General discussion of preceding addresses.

FRIDAY MORNING, NINE O'CLOCK,  
STATE UNIVERSITY CHAPEL.

Report of Committee on Rural Schools, of Legislative Committee, of Executive Committee.

Child Labor and the Truancy Laws. Hon. W. L. Atwell, Johnstown, State Senator.

Discussion—Mrs. Mary E. Lee, Westerville.

More State Aid for the Public Schools—Hon. M. N. Duvall, Steubenville, State Senator.

General discussion of preceding addresses.

FRIDAY AFTERNOON, 1:30 O'CLOCK,  
STATE UNIVERSITY CHAPEL.

Better Professional Training for Teachers. Dr. C. C. Miller, Lima, President Lima College. Prof. J. H. Dickason, Wooster, Principal Summer School.

Address: Col. E. S. Wilson, Columbus, Editor Ohio State Journal.

Inspection and Classification of High Schools. Supt. C. E. Oliver, East Palestine.

General discussion of preceding addresses.

FRIDAY EVENING, EIGHT O'CLOCK,  
BOARD OF TRADE AUDITORIUM.

The Public School Kindergarten as a Factor in Civic Betterment.

Dr. F. B. Dyer, Cincinnati, Supt. of Schools.

What Next? Dean Henry G. Williams, Athens State Normal School.

The County Organization in an Ideal State System of Schools. Hon. Fassett A. Cotton, Indianapolis, Ind., State Superintendent of Schools.

SATURDAY MORNING, NINE O'CLOCK,  
BOARD OF TRADE AUDITORIUM.

Business Meeting—Election of Officers, etc.—Thirty minutes.

Industrial Education and Agricultural Schools. Hon. Willet M. Hayes, Washington, D. C., First Assistant Sec'y. Department of Agriculture.

Moral Training. President Henry Churchill King, Oberlin, Author of "Rational Living."

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**A SPECIAL OFFER OF INTEREST TO ALL  
MEMBERS OF THE O. T. R. C.**

In the excellent article on Longfellow, by Miss Bertha Ruess, member of the Board of Control of the O. T. R. C., recently published in the MONTHLY, attention is called to the large amount of space devoted to this increasingly popular poet, in the interesting and helpful book on The American Poets which was adopted by the Board of Control as a prominent part of this year's course.

Believing that the teachers of Ohio who are members of the O. T. R. C. are specially interested in the Life and Writings of Longfellow, the MONTHLY will furnish to members of the O. T. R. C. copies of "Glimpses of Longfellow," by Ella May Corson, at the following greatly reduced prices:

Single copy, prepaid, 35 cents.

Ten or more copies to one address, prepaid, 30 cents each.

One year's subscription to the OHIO EDUCATIONAL MONTHLY, either new or renewal, not already sent in by an agent, and one copy of "Glimpses of Longfellow, \$1.25.

For two new subscriptions to the OHIO EDUCATIONAL MONTHLY, \$1.00 each, a copy of "Glimpses of Longfellow" will be sent free.

Cash must accompany all orders.

"Glimpses of Longfellow" is already well-known to many teachers in Ohio. Three years since it was one of the adopted books of the O. T. R. C. in this State. For two years in succession it was on the Teachers' Course in West Virginia. Many counties in Pennsylvania have adopted the book for use, both by teachers and pupils. Last year it was on the Required Course of the Indiana Pupils' Reading Circle.

These adoptions on both Teachers' and Pupils' Circles clearly indicate that this volume contains just what teachers need in their preparation and presentation of Longfellow to their classes, and also what pupils desire in their study of his life and writings.

All orders should be addressed to THE OHIO EDUCATIONAL MONTHLY, 57 E. Main Street, Columbus, Ohio.

#### A MONEY SAVING OFFER.

We want to save money for you in ordering your magazines and educational journals for the coming year. Note the following prices which are only samples. Write us what you want to order and let us quote terms to you.

Review of Reviews, especially helpful to teachers and schools in their current history work.. \$3 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$4 00  
We will furnish them both for.. \$3 00

Cosmopolitan ..... \$1 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$2 00  
Our price for both..... \$1 70

Ohio Magazine, ought to be in every Ohio school and home.. \$2 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$3 00  
Our price for both..... \$2 25

Journal of Education (weekly).. \$2 50  
Ohio Educational Monthly..... \$1 00

Total ..... \$3 50  
Our price for both..... \$2 75

American Primary Teacher (monthly except July and August) ..... \$1 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$2 00  
Our price for both..... \$1 75

Suburban Life ..... \$3 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$4 00  
Our price for both..... \$3 00

Review of Reviews..... \$3 00  
Ohio Magazine ..... \$2 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$6 00  
Our price for all three..... \$4 00

Review of Reviews..... \$3 00  
Suburban Life ..... \$3 00  
Ohio Educational Monthly..... \$1 00

Total ..... \$7 00  
Our price for all three..... \$4 25

If you don't see what you want in these samples, write us for it. Cash must accompany all orders sent. Address OHIO EDUCATIONAL MONTHLY, 57 East Main Street, Columbus, Ohio.

#### EDUCATIONAL NEWS.

—She is a teacher, but is so unsympathetic and so cold that the children call her "Aunt Arctic."

—"Now, in order to subtract," explained the teacher to the class in mathematics, "things have to be of the same denomination. For instance, we couldn't take three apples from four pears, nor six horses from nine dogs."

A hand went up in the back of the room.

"Well, Johnnie?" smiled the unsuspecting teacher.

"Please, ma'am," shouted the boy, "can't you take four quarts of milk from three cows?"

—Dr. H. W. Elson, of Athens, and Rev. Dr. Morrell, of Defiance, were the speakers at the Defiance county meeting, November 9. Dr. Elson is never less than interesting and upon this occasion he was at his best. Dr. Morrell has made a careful study of psychological subjects, and gave the teachers two excellent addresses on "The Pupil's Side of a Teacher's Life," and, "Psychology of the School Room."

—Milo has adopted the free textbook plan for the grades and high school. Supt. J. W. Jones begins his new work most auspiciously and is evidently instituting some changes in accordance with public sentiment.

—Supt. B. O. Martin, of North Baltimore, has resigned his position by reason of ill health, his resignation to take effect December 24. During his administration the high school has increased from sixty-three to 139 and the foreign tuition from \$300 to \$800. Last year there were sixteen graduates and this year there will be twenty-seven. Laboratory facilities in physics and chemistry have been installed and the school put upon a substantial basis. Supt. Martin is a high-grade man, and we hope that a relief from the arduous duties of school may speedily restore

him to health and permit him to return to the work he does so well.

—The National Educational Association will convene at Cleveland, June 29, 1908. This date has just been settled upon by the executive committee and telegraphed to the MONTHLY by Secretary Irwin Shepard. The date will give time for everybody to reach Cleveland after the close of the schools in June.

—Secretary L. S. Ivins, of the Ohio Township Association, has names and addresses of township superintendents and teachers in fifty-eight counties and will send out programs of the holiday meeting to all these. Those who do not receive the program should send name and address at once to him at Lebanon, Ohio.

—The next meeting of the Central Ohio Schoolmasters' Club will be held at Columbus, December 13. The speaker will be Dr. W. F. Whitlock, of Delaware, whose subject will be "A Criticism of Hamlet."

—Prof. F. L. Fagley, formerly of Clermont Co., Ohio, is doing good work in Moore's Hill College, Ind., exhibiting the real "Buckeye" spirit of hard work and progressiveness.

—Friday evening, November 15, the Canton School Masters had their first meeting at the McKinley.

A splendid six o'clock dinner was served.

A call from Macedonia was the subject of an address given by the president, W. S. Ruff, which was ably discussed by Supt. J. K. Baxter, Prin. C. A. Armstrong and others.

Much enthusiasm was shown, good spirit prevailed and all expressed themselves that it was good to be there. Those present were: A. B. Wingate, Beach City; J. K. Baxter,

C. A. Armstrong, W. C. Faust, M. A. Marshall, C. J. Bowman, C. C. Gruber, A. J. DeHoff, Carl Myer, E. A. Stewart, L. L. Nave, H. M. Shutt, E. E. Scheu, Frank Jones, Sam Zechar, F. A. Snell, and W. S. Ruff.

—"Thus she laid lightly aside some weighty theories as to the training of youth in exchange for the idea that it was her first duty to make this child happy—then, if possible, good. There was surely more chance of his being good if he were happy than if he were unhappy."

—In the death of Dr. W. C. Whitney, of Westerville, the General Assembly of Ohio has lost a conspicuous member and the schools a staunch friend. As chairman of the Committee on Education, he wrought heroically for the good of the schools and stood firm for the right on all measures presented. His tragic and untimely death has brought great sorrow to many hearts, for he was a good man. The sympathies of all our readers will go out to the bereaved family in this dark hour.

—Nearly a thousand teachers thronged the precincts of New Philadelphia, November 29 and 30, at the meeting of the Eastern Ohio Association, and all had a good time for Supt. Maurer and his teachers had made every provision for their comfort. Inspector James L. Hughes, of Toronto, and Supt. J. M. Greenwood, of Kansas City, were at their best and gave the teachers great messages that were sur-charged with inspiration. The reception was a pleasing feature of the meeting, even if it had to be conducted on the installment plan. Everybody was happy. The next meeting will be held at Zanesville, at the Thanksgiving vacation, next year. Officers were elected as

follows: President, Supt. Wilson Hawkins, Mingo Junction; Vice-President, Miss Josephine Link, New Philadelphia; Secretary, Supt. F. D. Green, Freeport; Treasurer, Supt. W. O. Lambert, Lisbon; Executive Committee, Supt. W. D. Lash, Zanesville, Supt. H. S. Piatt, Coshocton, and Supt. L. E. York, Martins Ferry.

#### UNIFORM QUESTIONS FOR NOVEMBER.

##### LITERATURE.

1. What is the effect of reading a large amount of light literature which one does not care to remember? 2. With what kind of literary labor did Scott begin his career as an author? On what does his fame as a writer rest largely? 3. Tell what you know of the character of the Puritans and show how their character influenced early American literature. Mention some authors whose writings illustrate your answer. 4. How were the time and energies of William Cullen Bryant employed? 5. Which is the most widely known of Bryant's poems? Which is generally considered his best? Which did Bryant himself consider his best poem. 6. Quote not less than five consecutive lines from each of two of Bryant's poems. 7. What rank do present day critics give Poe as a poetic genius? Give three important events in his life. 8. Quote one complete stanza from Poe's *Annabel Lee*, or two stanzas from any other poem by Poe and tell from what your selection is taken.

##### UNITED STATES HISTORY INCLUDING CIVIL GOVERNMENT.

1. Under what English sovereign did Raleigh attempt to found settlements in America? Under what sovereign was the first permanent English settlement made? 2. When, by what nation, and for what purpose, was New York settled? Account for the present name. 3. What developments prompted the governor of Virginia to send a messenger to the French in the Ohio valley? 4. What services did Robert Morris render the cause of the colonists in the Revolution? 5. Give an account of the



origin and the present status of the Monroe doctrine. 6. When was slavery introduced into this country? When and by what means was it abolished? 7. Describe an important battle of the Civil War. Why do you consider your selection important? 8. To whom was each of the following applied: Father of the Constitution; Expounder of the Constitution; The Rock of Chickamauga; The Silent President? 9-10. Give the arguments for and against the present method of electing United States senators.

### PHYSIOLOGY.

1. Describe the composition and structure of bone. 2. Define tissue, organ, lacunae, plasma. 3. Upon what kind of food does saliva act. Gastric juice? Pancreatic juice? 4. What gives the upper limbs greater freedom of motion than the lower? What gives the thumb its freedom of motion? 5. Locate and give the functions of each of the following: iris, pupillae, thoracic duct, epidermis, Eustachian tube. 6. Can the blood in the veins flow backwards? Why? What causes the blood to ascend in the arteries? 7. What constitutes the nervous system? 8. What is the object of respiration? What is the average number of respirations per minute? 9. Describe the essential organs of voice. 10. What method do you pursue in order to make your teaching of the evil effects of the use of alcohol and narcotics most effective.

### GEOGRAPHY.

1. How do the earth's movements affect the circulation of the air? 2. Locate the principal forest regions of the world. 3. What two countries produce most of the world's supply of silk? 4. What can you say about the colonial interests of the German Empire? 5. In what river valley is each of the following: Portland, Oregon; Kansas City, Mo.; Albany, N. Y.; Richmond, Va.? 6. Discuss the commercial and industrial conditions of the New England states. 7. Compare New Orleans with Minneapolis as to respective advantages for manufacturing and commerce. 8. Where is Congo Free State? How is it governed? 9. What meridian has been adopted as the standard time meridian for places in Ohio? Give the width in degrees of a stand-

ard time belt. 10. Name a city in each of the following counties in Ohio: Hamilton, Franklin, Montgomery, Lucas, Stark.

### ARITHMETIC.

1. Give the explanations you would employ in teaching a class to subtract 27 from 42. 2. From two, and two and one-seventh hundredths, subtract one and two-thirds thousandths. Express the answer decimally both in figures and in words. 1.020 16/21. 3. The wages of A and B together for 22 days amount to the same as the wages of A alone for 38 4/7 days. For how many days will this sum pay the wages of B alone? 51 6/29. 4. The area of Lake Superior is 32,000 sq. mi. and it drains an area of 85,000 sq. mi. The area of Lake Erie is 10,000 sq. mi. and it drains an area of 39,680 sq. mi. What should be added to the drainage of Lake Superior to make the areas drained proportional to the areas of the lakes? How large should Lake Erie be to make the lakes proportional to the areas drained? (1) 41,976 sq. mi.; (2) 14,900 sq. mi. 5. Distinguish between commercial discount and bank discount; direct and indirect tax; simple and compound ratio. 6. At \$3.50 a hundred, board measure, what is the cost of five pieces of timber each 18 feet long, 1 foot 4 inches wide, 11 inches thick. \$46.20. 7. How much must be invested in 5% bonds at 115 to secure an annual income of \$800? \$18,480.00. 8. The interest on \$5,481 for 3 years 6 months 20 days is \$1,299.-20. What is the rate per cent? At the same rate, in how many years would the interest become equal to the principal. 62 3/3%; 15 yrs. 9. Express 3 oz. 9 pwt. 9 gr. as a fraction of 11 lb. 4 oz. avoirdupois. Give answer in lowest terms. 37/1750.

### THEORY AND PRACTICE.

Questions 6-10 are based on Keith's Elementary Education.

1. What advantages are claimed from having pupils pursue a variety of subjects at the same time? 2. Name some of the conditions on which duration of attention depends. 3. What is an educational maxim? Quote two or three. 4. What mental effects result from impure air? From insufficient exercise? From loss of sleep? 5. Give two practical suggestions for the teach-

ing of morals in the schoolroom. 6. Why is education the most universal concern of mankind? 7. What do you understand by a "motor knowledge" of psychology? By a "motor knowledge" of the aims of education? 8. Why does the public school exist and for what does it stand. 9. What limit is there to the things that may be taught a child? 10. Sketch in outline the order of the child's socialization.

### GRAMMAR.

To sweeten the beverage, a lump of sugar was laid beside each cup, and the company alternately nibbled and sipped with great decorum, until an improvement was introduced by a shrewd and economical old lady, which was to suspend a large lump directly over the teatable, by a string from the ceiling, so that it could be swung from mouth to mouth—an ingenious expedient which is still kept up in some families.—Irving.

The first eight questions refer to the above selection.

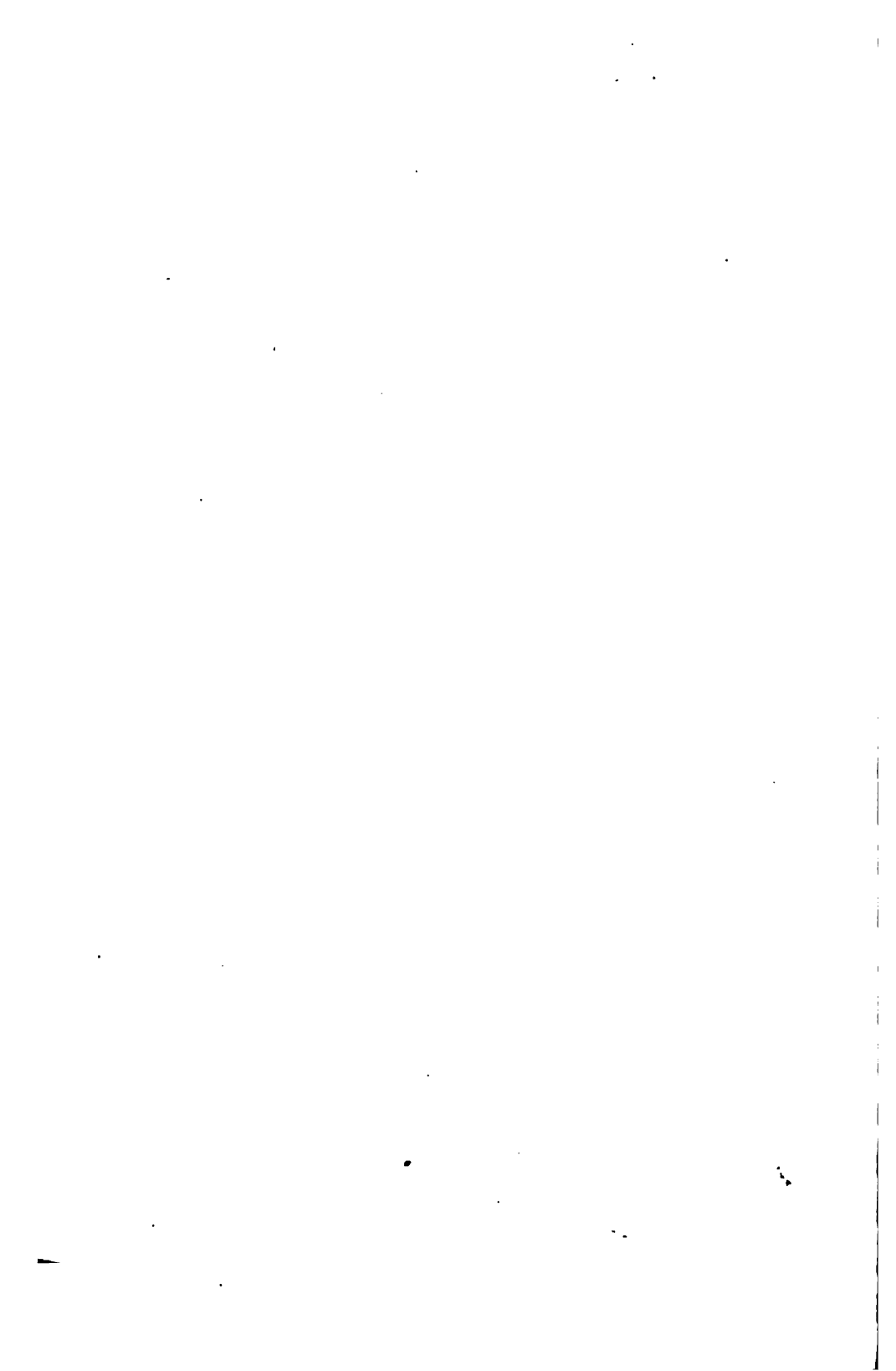
1. Write the subject and the predicate of each principal clause. 2. Write the subject and the predicate of each subordinate clause, and tell what each subordinate clause modifies. 3. Select the infinitives and give the construction of each. 4. Make a list of the transitive verbs in the selection and give the tense of each. 5. Give the principal parts of the irregular verbs. 6. Select

an adverb, a prepositional phrase used adverbially, and a clause used adverbially, and tell what each modifies. 7. Select a descriptive adjective of one syllable and one of three or more syllables, and compare each. 8. Parse "until" and the last "which." What part of speech is "directly"? How used? Give the case and construction of "expedient." 9. Write a complex sentence containing an adjective clause modifier. Change it to a simple sentence. 10. How is the passive voice of a verb formed? What takes place when the verb in a sentence is changed from the active to the passive form?

### ORTHOGRAPHY.

1. Give names and illustrate the principal diacritical marks in common use. 2. Write the abbreviations for: merchandise, namely, credit, Member of Congress, last month. 3. Indicate, by using accent and diacritical marks, the pronunciation of: acclimated, gondola, debris, ask, gratis. 4. Give the meaning of the following affixes: mono, ig, dom, able, less. 5-10. Write the following: auxiliary, subtrahend, divisor, cornstalk, propel; epiglottis, serge (kind of cloth), sinewy, forcible, lose; sleigh (a vehicle), chargeable, chimneys, mementos, sieve; principal (chief), hickory, miracle, maritime, misspell; pigeon, bridal (of a bride), instantaneous, zinc, extreme; satellite, cannibal, pincers, achieving, pursuant.











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